

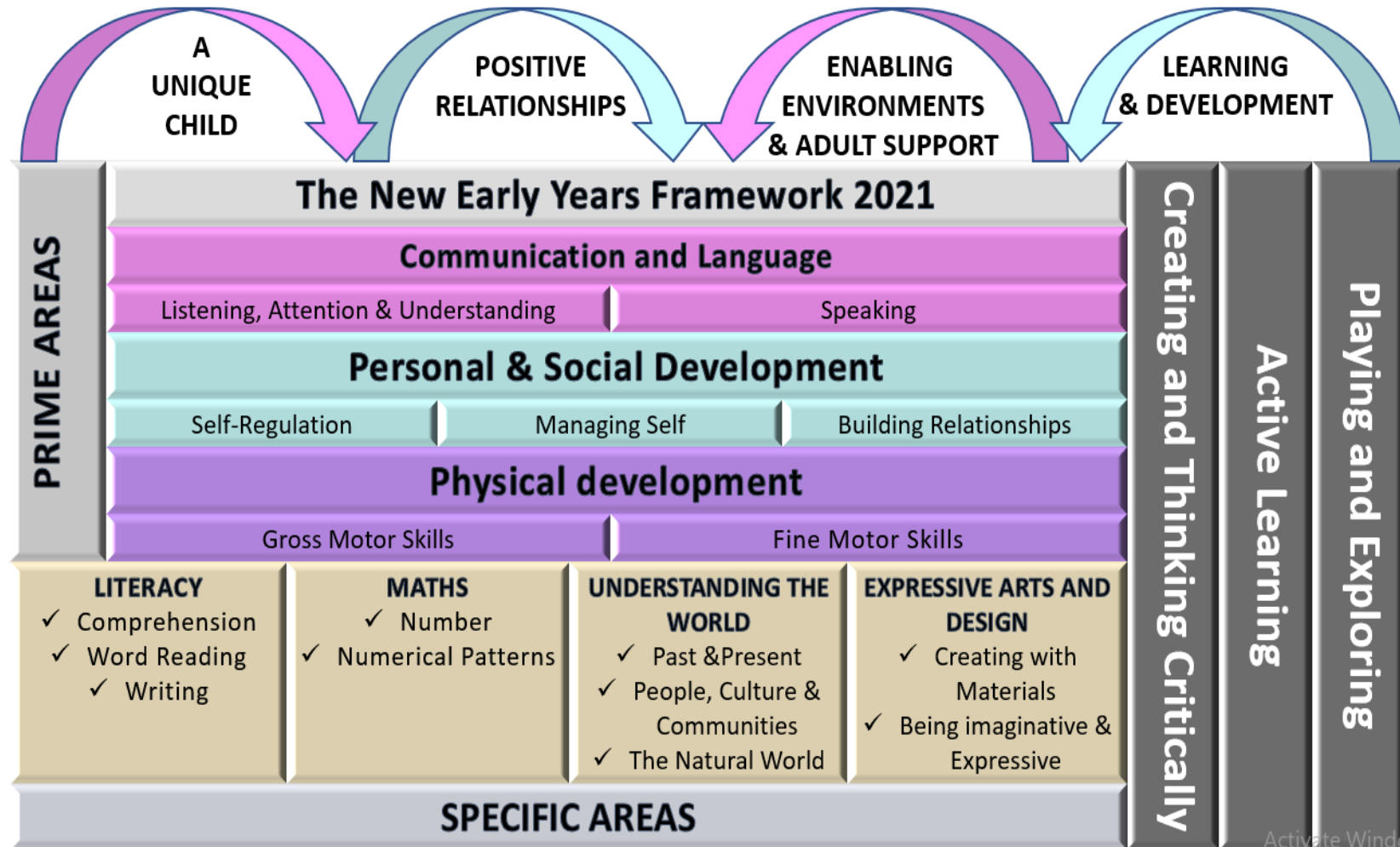
BUTTERFLIES (F2)

LONG







TERM PLAN 22-23

The children will have an abundance of opportunities to learn through play both indoors and outdoors. We will ensure that learning will be fun, engaging and we will challenge and support all children what ever their starting point. As an EYFS team we will provide high quality interactions in order 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 EYFS Framework and of course through the children's interests.

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 Dodworth St Johns, we aim to provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.

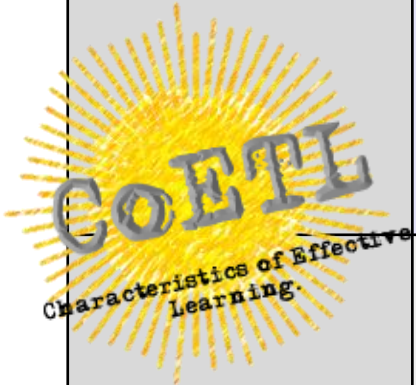


BUTTERFLIES LONG TERM PLAN 21-22

	 AUTUMN 1	 AUTUMN 2	 WINTER 1	 WINTER 2	 SUMMER 1	 SUMMER 2
GENERAL THEMES <i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i>	LETS CELEBRATE BEING ME!	LETS CELEBRATE! HOW ARE SPECIAL TIMES CELEBRATED?	HERE, THERE AND EVERYWHERE. WHERE DO WE LIVE?	SUPERHERO'S WHO ARE THE REAL SUPERHERO'S?	UNDER THE SEA; DOWN AT THE BOTTOM OF THE DEEP BLUE SEA WHAT IS WAITING FOR US TO SEE?	BESIDE THE SEASIDE! IT'S A SEASIDE ADVENTURE!
TEXTS	Topsy and Tim start school First day at bug school The Colour Monster The Colour Monster goes to School. Funny Bones The Big Book of Families Pete the Cat Olivers Vegetables A wet and windy harvest My mum and dad make me laugh Brush your teeth please I am special	Hovis the Hedgehog (a firework story) Guy Fawkes Rama and Sita Lighting a Diva Christmas Story / Nativity The Nativity, Baby Jesus Christmas party, Refuge. Christmas journey. The stable,	The Smeds and the Smoos, How to catch a star, The way back home, Roaring rockets, Aliens love underpants. Whatever next, Man on the moon,, The moon, The rocket What a wonderful world, dinosaur roar dinosaur stomp. We're going on a bear hunt.	Supertato What jobs we do People who help us books I love my mummy, SuperHero mum, My mum is fantastic I love you Mummy (Peppa Pig) Guess how much I love you My mummy (Little Miss and Mr men) Are you my mummy, Monkey puzzle. Going on an egg hunt	Commotion in the Ocean Rainbow Fish The fish who could wish Tiddler Barry the fish with fingers Bright Stanley The fish who sneezed Gilbert the great, Smiley shark, The shark with no teeth, shark in the dark, shark in the park. Otcopants, Ticky Octopus, Oilly the Octopus The Snail and the Whale, Whalesong, Super Submarines, Brilliant Boats, Bored Claude, The Storm Whale., Sharing a shell	Harry and the Jaggedy Daggers, Lighthouse Keepers Stories, Grace Darling What the ladybird at the seaside, what the ladybird heard on holiday. Holiday books-Topsy and Tim go camping, Topsy and Tim go on a plane, What we do at the beach, On a summery Saturday morning. Topsy and Tim go on a plane, The singing mermaid, the very messy mermaid, Yo ho ho, a pirating we'll go, How to be a pirate, Pirate Pete, 10 Little Pirates.
'WOW' MOMENTS / ENRICHMENT WEEKS	Autumn Trail Farm visit to see how they work. Harvest Time Birthdays Favourite Songs Where do I live-lets explore our local area Share Photo books with families.	Guy Fawkes / Bonfire Night Halloween Christmas Time / Nativity Diwali Remembrance day Road Safety Children in Need Christmas Sparkles at Harewood House. Jack Frost performance.	Pancake Day (Shrove Tuesday). Chinese New Year Dodworth Trail around the village-park visits and other adventures in the village.	Walk to the park/ Picnic Plantings seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Mother's Day Eater Egg Hunt Superhero dress up day.	The Deep Walk of Celebration (Whit Walk)	Father's Day Train ride Heathy Eating Week World Environment Day Seaside/pirate day End of Year Performance

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Characteristics of Effective Learning

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

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

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

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

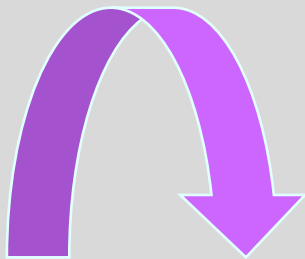
Positive Relationships: Children flourish with warm, strong and positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.

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

Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.

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

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



OVER ARCHING PRINCIPLES

BUTTERFLIES LONG TERM PLAN 22-23

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OUR VALUES <i>ASSEMBLIES / SCHOOL ETHOS</i> These will mirror the principles and values of our school. We will 'dip in and out of each area' each term as and when we need to.	Mutual respect 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.	Mutual Tolerance 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.	Rule of law 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.	Individual liberty 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.	Democracy 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.	Recap 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.
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments National Baseline data by end of term Set up Learning book Phonic Intervention groups	Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Midterm Assessments	Trust moderation EYFS team meetings Phase meetings	Pupil progress meetings Parents evening info EYFS team meetings Tiny tracker data	Trust moderation EYFS team meetings	Pupil progress meetings Parents evening info EYFS team meetings Profile Assessment Reports
PARENTAL INVOLVEMENT	Staggered Start Harvest Assembly at church Home / School Agreement Phonics/reading workshop	Nativity Maths workshop Parents Evening	Writing workshop Stay and Read morning	Parents Evening		Parent's Picnic End of year performance

We recognise that all children are unique and special.

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COMMUNICATION AND LANGUAGE <small>Talk to parents about what language is spoken at home (EAL)</small>	The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added , practitioners will build children's language effectively. Reading frequently to children , and engaging them actively in stories , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embedded new words in a range of contexts , will give children the opportunity to thrive. Through conversation, story-telling and role play , where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures .					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, speech and language interventions, Language Link and Literacy Launchpad. DAILY STORY TIME	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. 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>What happened? Inference and story re-caps. Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p>	<p>Time to share! Show and tell Weekend news Discovering Passions 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>



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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 personal development creates important attachments that shape children's social world . Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others . Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
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 Healthy me-what is healthy food and why we eat it.</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. Celebrating differences.</p>	<p>Good to be me Feelings Learning about qualities and 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 Looking after our planet</p>	<p>Relationships What makes a good friend? Dreams and goals. Random acts of Kindness Looking after others How can we be like our hero's 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 the environment-tidy up, littering recycling. Friendships 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 loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrate what was kind and considerate about the behaviour. Being a good part of the community.</p>
LINK TO BEHAVIOUR FOR LEARNING	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in a activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> ✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are socialable <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting 			<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i></p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p>		



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Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness**. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with support from adults, allows children to develop **proficiency, control and confidence**.

PHYSICAL DEVELOPMENT	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with support from adults, allows children to develop proficiency, control and confidence.					
FINE MOTOR	<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>Start to colour inside the lines of a picture</p> <p>Using scissors</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</p> <p>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p>Using scissors</p> <p>Start to colour inside the lines of a picture</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Start to colour inside the lines of a picture</p> <p>Encourage children to draw freely.</p> <p>Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p> <p>Cutting with scissors</p> <p>Start to colour inside the lines of a picture</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually</p> <p>Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors /</p> <p>Start to cut along a curved line, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly</p> <p>Copy a square</p> <p>Begin to draw diagonal lines, like in a triangle</p> <p>Start to draw pictures that are recognisable /</p> <p>Build things with smaller linking blocks, such as Duplo or Lego</p>
GROSS MOTOR	<p>Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment</p> <p>Different ways of moving to be explored with children</p> <p>Changing for PE / Help individual children to develop good personal hygiene. 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. Trikes, scooters, wheelbarrows, prams and carts are all good options</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking</p> <p>Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Dance / moving to music</p> <p>Gymnastics ./ Balance</p>	<p>Balance- children moving with confidence</p> <p>dance related activities</p> <p>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p>	<p>Obstacle activities</p> <p>children moving over, under, through and around equipment</p> <p>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p> <p>Dance / moving to music</p>	<p>Races / team games involving gross motor movements</p> <p>dance related activities</p> <p>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.</p>

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 overall motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools include pencils for drawing and writing, paintbrushes, scissors, tweezers, forks and spoons.

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

PE EVERY WEEK

FOREST FRIDAY WILL FOCUS ON PHYSICAL DEVELOPMENT



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LITERACY	It is crucial for children to develop a life-long love of reading . Reading consists of two dimensions: language comprehension and word reading . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together . Skilled word reading, taught later, involves both phonics and the pronunciation of unfamiliar printed words (decoding) and the recognition of familiar printed words . However, both of these can be phonetic according to the alphabetic code . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
COMPREHENSION - DEVELOPING A PASSION FOR READING	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Environment print.</p> <p>Having a favourite story/rhyme. (see our favourite 6 books)</p> <p>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 .</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists.</p> <p>Retelling stories using images / apps. Retelling of stories. Helicopter stories and floor books. Editing of story maps and orally retelling new stories.</p> <p>Non-Fiction</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>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. Books at home and school to be shared.</p>	<p>Making up stories through role-play and small world. Encourage children to record stories through picture drawing/mark making and recording these through floor books etc.</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary. Reading tricky words. Make the books available for children to share at school and at home.</p>	<p>Information leaflets about animals .</p> <p>Non fiction writing about describing animals.</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>Stories from the garden.</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area re-telling narratives/stories from minibests books.</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>
WORD READING	<p>Phonic Sounds: Floppys Phonics level 1A focus</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: Floppys Phonics level 1A/2</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.</p> <p>Show children how to touch each finger as they say each sound.</p> <p>Guided reading to begin in groups.</p>	<p>Phonic Sounds: Floppys Phonics Level 1A/2</p> <p>Reading: Rhyming strings, identifying characters and settings.</p> <p>Help children to become familiar with letter groups. Provide opportunities for children to read words containing familiar letter groups.</p> <p>Guided reading</p>	<p>Phonic Sounds: Floppys Phonics Level 2/3</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Class reading-large groups.</p> <p>Guided reading</p>	<p>Phonic Sounds: Floppys Phonics Level 2/3</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Guided reading</p> <p>Class reading large books.</p>	<p>Phonic Sounds: Floppys Phonics Level 2/3/4</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>Reading books independently that are matched phonetically to the children's reading level.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>

Children will use the school library weekly

Floppy's Phonics sequence for teaching reading in Reception.

REVISIT AND REVIEW

TEACH PRACTICE

APPLY CONSOLIDATE READ

Children will be working in both small and large groups for Floppy's Phonics Letters and Sounds Reading Scheme.



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WRITING	<p>Texts as a Stimulus for writing</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling both indoors and outdoors. Name writing. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Messages – Create a Message centre!</p>	<p>Texts as a Stimulus for writing</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions based on vocabulary taught. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence /list/caption. Indoor and outdoor writing using different media.</p>	<p>Texts as a Stimulus for writing</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Indoor and outdoor writing using different media.</p>	<p>Texts as a Stimulus for writing</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order stories. Labels and captions Character descriptions. Write a sentence using the connective 'and'. Indoor and outdoor writing using different media.</p>	<p>Texts as a Stimulus for writing</p> <p>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 Indoor and outdoor writing using different media.</p>	<p>Texts as a Stimulus for writing</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 descriptions. Write two/three sentences Indoor and outdoor writing using different media.</p>
INDEPENDENT AND GUIDED WRITING TEXTS MAY BE TAUGHT BASED ON THE CHILDREN'S INTERESTS	<p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> <p>Following of Floppy's Phonics Letters and Sounds to practice writing skills, including handwriting.</p>					



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	LETS CELEBRATE BEING ME!	LETS CELEBRATE! HOW ARE SPECIAL TIMES CELEBRATED?	HERE, THERE AND EVERYWHERE. WHERE DO WE LIVE?	SUPERHERO'S WHO ARE THE REAL SUPERHERO'S?	UNDER THE SEA	BESIDE THE SEASIDE! IT'S A SEASIDE ADVENTURE!
MATHS	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, (resources) including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, identify patterns and more importantly not be afraid to make mistakes.</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><i>White Rose Maths Scheme is followed.</i></p>	<p>Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute • Matching equal and unequal sets • Comparing objects and sets. Subitising. • Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.</p> <p>Pattern and early number Recognise, describe, copy and extend colour and size patterns • Count and represent the numbers 1 to 5 • Estimate and check by counting. Recognise numbers in the environment. A number a week.</p>	<p>Numbers within 6 Count up to six objects. • One more or one fewer • Order numbers 1 – 6 • Conservation of numbers within six</p> <p>Addition and subtraction within 6 Explore zero • Explore addition and subtraction</p> <p>Measures Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Shape and sorting Describe, and sort 2-D & 3-D shapes • Describe position accurately</p> <p>Calendar and time Days of the week, seasons • Sequence daily events</p>	<p>Numbers within 10 Count up to ten objects • Represent, order and explore numbers to ten • One more or fewer, one greater or less</p> <p>Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away</p> <p>Numbers within 15 Count up to 15 objects and recognise different representations • Order and explore numbers to 15 • One more or fewer</p>	<p>Grouping and sharing Counting and sharing in equal groups • Grouping into fives and tens • Relationship between grouping and sharing</p> <p>Numbers within 20 Count up to 10 objects • Represent, order and explore numbers to 15 • One more or fewer</p>	<p>Shape and pattern Describe and sort 2-D and 3-D shapes • Recognise, complete and create patterns</p> <p>Addition and subtraction within 20 • Explore addition and subtraction • Compare two amounts • Relationship between doubling and halving</p> <p>Money Coin recognition and values • Combinations to total 10p • Change from 10p</p> <p>Measures Describe capacities • Compare volumes • Compare weights • Estimate, compare and order lengths</p>	<p>Depth of numbers within 20 Explore numbers and strategies • Recognise and extend patterns • Apply number, shape and measures knowledge • Count forwards and backwards</p> <p>Numbers beyond 20 One more one less • Estimate and count • Grouping and sharing</p>



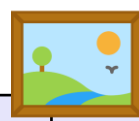
RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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GENERAL THEMES	LETS CELEBRATE BEING ME!	LETS CELEBRATE! HOW ARE SPECIAL TIMES CELEBRATED?	HERE, THERE AND EVERYWHERE. WHERE DO WE LIVE?	SUPERHERO'S WHO ARE THE REAL SUPERHERO'S?	UNDER THE SEA	BESIDE THE SEASIDE! IT'S A SEASIDE ADVENTURE!
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<p>UNDERSTANDING THE WORLD RE / FESTIVALS</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>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<p>Identifying their family. Commenting on photos of their family; naming who they can see and what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create maps /hunts to find places/ objects within our learning environment.</p> <p>How do the children get to school? Walk, car, bus etc. Which way do they come to school?</p> <p>Where do they live?</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>Bonfire night and firework traditions. Look at Guy Fawkes and how time was different back in 1600s.</p> <p>Diwali celebrations-how is the same/different to our own cultural celebrations.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Nocturnal animals-harvest time</p>	<p>What can we do here to take care of our planet?</p> <p>Recycling and looking after the planet.</p> <p>Compare places –which are our favourite and why?</p> <p>Explore the world and the universe in which we live?</p> <p>Making sense of where we live and why our world is so wonderful.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.</p> <p>Look at world maps and where animals live/habitats.</p> <p>Listen to children describing and commenting on things they have seen whilst outside and in their community.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Save our planet-climate change.</p>	<p>What are super hero's to us?</p> <p>Draw children's attention to new roles and jobs in caring, health, safety and educating introducing and modelling new vocabulary where appropriate.</p> <p>How can we care for others to keep them safe?</p> <p>How can we keep them healthy?</p> <p>How can we take of ourselves, listen to the children take on different roles and record their vocab and language.</p> <p>What roles would we like to do as we become older? Why?</p> <p>What questions can we ask the people who help us?</p>	<p>Use stories about sea creatures to explore them both inside and outside in natural play.</p> <p>Make maps and stories about the outside world.</p> <p>Look at the difference in habitats.</p> <p>Encourage the children to make simple comparisons.</p> <p>Encourage the children to use navigational language.</p> <p>Children to draw and create the different sea creatures both 2D and 3D.</p> <p>Encourage them to comment on what they see. Non fiction texts.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Can children differentiate between different places where they will find sea creatures.</p> <p>Take children to an Aquarium.</p> <p>Can they identify them? Do they know the difference between the different sea creatures?</p> <p>Celebrate World Ocean Day</p>	<p>To understand what the seaside is and how it is different to where we live.</p> <p>Create a seaside for us to explore.</p> <p>Listen to how children communicate their understanding of their own environment and that of the stories, where are they set? Why?</p> <p>Follow a map through the forest. Make our own maps to follow through the forest.</p> <p>Make a journey on a train and explore how we can record this.</p> <p>Stories about journeys and how they make us feel.</p>

Which stories are special and why? Starting school stories All about me All about families	What places are special and why? Autumn/winter Diwali /family Christmas /Jesus/Mary/Joseph	What times are special and why? Epiphany /churchAsh Wednesday / Shrove Tuesday /home	Which people are special and why? Palm Sunday Easter Chinese New Year/Spring time is here	Being special: where do we belong? Eid	What is special about our world? Summer Summer Solstice
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	LETS CELEBRATE BEING ME!	LETS CELEBRATE! HOW ARE SPECIAL TIMES CELEBRATED?	HERE, THERE AND EVERYWHERE. WHERE DO WE LIVE?	SUPERHERO'S WHO ARE THE REAL SUPERHERO'S?	UNDER THE SEA	BESIDE THE SEASIDE! IT'S A SEASIDE ADVENTURE!
EXPRESSIVE ARTS AND DESIGN	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p>Join in with songs; exploring colours and textures, join in with role play, 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, name plates, worry monsters, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Working together creatively to create large scale work.</p>	<p>Listen to music and make their own dances in response.</p> <p>3D model making</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & 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>Designing homes for hibernating animals.</p>	<p>Make our universe using the different resources.</p> <p>Collages</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that</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>Make different textures; make patterns using different colours</p> <p>Animal patterns on sea creatures, smooth, spiky, bobbly how we can create these.</p> <p>Collage- animals / Making habitats.</p> <p>Pastel drawings, printing, patterns on Easter eggs, Life cycles</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Songs and dances.</p>	<p>Design and make the different sea creatures using the different resources.</p> <p>Encourage children to create their own music, using sea creatures as an inspiration.</p> <p>Junk modelling</p> <p>Exploration of using different media to create pictures and paintings.</p> <p>Retelling familiar stories</p> <p>Creating habitats for the outside using wood work etc.</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Sing seaside songs and sea shanties.</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for painting pictures.</p> <p>Summer pictures/printing</p>
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a piece of art and dt work 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.</i></p> <p><i>Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p> <p><i>CHARANGA MUSIC SCHEME FOLLOWED BY THE WHOLE SCHOOL</i></p>						





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

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

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