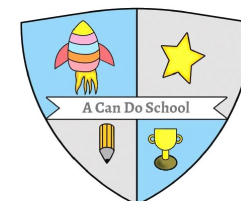








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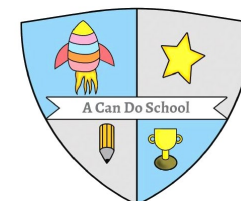


Early Years Long Term Plan – Reception

	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
Topic	Marvellous Me!	Let's Celebrate!	Tremendous Tales!	Dinosaur Detectives!	Life Cycles!	Sea, Sand and Stories!
Texts	<p>We're All Wonders By R.J. Palacio</p> <p>What Happened to you? By James Catchpole</p> <p>I Like Myself By Karen Beaumont</p> <p>What Makes Me a Me? By Ben Faulks</p> <p>Errol's Garden Gillian Hibbs</p>	<p>Christopher Pumpkin By Sue Hendra</p> <p>Binny's Diwali By Thrity Umrigar</p> <p>I Am An Artist By Marta Altes</p> <p>The Dot By Peter H. Reynolds</p> <p>Let's Celebrate! By Kate DePalma</p> <p>The Jolly Christmas Postman By Allan Ahlberg</p>	<p>The Gingerbread Man</p> <p>Goldilocks and the Three Bears</p> <p>Little Red Riding Hood</p> <p>Mr Wolf's Pancakes By Jan Fearnley</p>	<p>If I Had a Dinosaur By Alex Barrow</p> <p>Dear Dinosaur By Chae Strathie</p> <p>T-Rex On Tour By Chae Strathie</p> <p>Mary Anning By Isabel Sanchez Vegara</p> <p>Wide range of non-fiction texts.</p>	<p>The Amazing Life Cycle of Butterflies By Kay Barnham</p> <p>The Very Hungry Caterpillar By Eric Carle</p> <p>Growing Frogs By Vivian French</p> <p>Oi Frog By Kes Gray</p> <p>The Tiny Seed By Eric Carle</p> <p>Wide range of non-fiction texts.</p>	<p>Journey By Aaron Becker</p> <p>Up and Up By Shirley Hughes</p> <p>The Lighthouse Keeps Lunch By David Armitage</p> <p>Commotion in the Ocean By Giles Andreae</p> <p>Wide range of non-fiction texts.</p>
Parental Involvement Enrichment	<p>Harvest</p> <p>Halloween</p> <p>Pumpkin Hunt</p> <p>Pumpkin decorating</p> <p>Seesaw Launch</p>	<p>Diwali</p> <p>Bonfire Night</p> <p>Autumn</p> <p>Christmas</p> <p>Remembrance Sunday</p> <p>Art Show</p> <p>Parents Evening</p> <p>Visit from a postal worker to deliver Christmas letters.</p> <p>Christmas Show</p>	<p>Chinese New Year</p> <p>Pancake Day</p> <p>Winter</p> <p>Celebration Assembly</p> <p>Stay and Play- Sharing our favourite stories</p> <p>A visit from the big bad wolf!</p>	<p>Easter</p> <p>Spring</p> <p>Mother's Day</p> <p>St Georges Day</p> <p>Celebration Assembly</p> <p>Class Assembly-A</p> <p>Land Before Time</p>	<p>Father's Day</p> <p>May Day</p> <p>Celebration Assembly</p> <p>Parents Evening</p>	<p>Summer</p> <p>Transition</p> <p>Celebration Assembly</p> <p>Parents Picnic</p> <p>Sports Day</p> <p>Transition</p> <p>Trip to the seaside</p>

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Cultural Capital	<p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Opera North: Exposure to 'the arts' e.g dance/ drama/ pieces of music</p>	<p>Visit to the local area- exploring mapping skills</p> <p>Artist focus: Kandinsky Christmas Performance</p> <p>Visit from a postal worker</p> <p>Opera North: Exposure to 'the arts' e.g dance/ drama/ pieces of music</p>	<p>Visit from fire fighters</p> <p>Opera North: Exposure to 'the arts' e.g dance/ drama/ pieces of music</p>	<p>Learning about important people in History (Mary Anning) and what impact she had.</p> <p>Opera North: Exposure to 'the arts' e.g dance/ drama/ pieces of music</p>	<p>Observing living things</p> <p>Opera North: Exposure to 'the arts' e.g dance/ drama/ pieces of music</p>	<p>Exploring the seaside</p> <p>Opera North: Exposure to 'the arts' e.g dance/ drama/ pieces of music</p>
British Values	<p>Democracy: making decisions together (PSED: BR, MS & SR) - Children to know their views count, value each other's views and values and talk about their feelings. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.</p> <p>Rule of law: understanding rules matter (PSED: BR, MS & SR) - Children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone. Individual</p> <p>Liberty: freedom for all (PSED: BR, MS & SR; UW: P, C & C) - Develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example talking about their experiences and learning. Explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. (Link to Mindfulness)</p> <p>Mutual respect and tolerance: treat others as you want to be treated (PSED: BR, MS & SR; UW: P, C & C) - Ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. Importance of tolerant behaviours such as sharing and respecting other's opinions, promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.</p>					



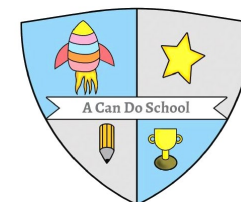
Characteristics of Effective Learning

Throughout the year children in Early Years will develop their skills in the following areas.

Playing and exploring	<ul style="list-style-type: none">• Finding out and exploring• Using what they know in their play• Being willing to have a go
Active learning	<ul style="list-style-type: none">• Being involved and concentrating• Keeping on trying• Enjoying achieving what they set out to do
Creating and thinking critically	<ul style="list-style-type: none">• Having their own ideas• Using what they already know to learn new things• Choosing ways to do things and finding new ways

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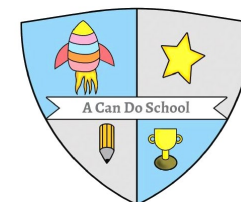
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		Key Learning	Autumn 1 Marvellous Me!	Autumn 2 Let's Celebrate!	Spring 1 Terrific Tales!	Spring 2 Dinosaur Detectives!	Summer 1 Life Cycles!	Summer 2 Sea, Sand and Stories!
Communication and Language Skills supported in NELI	Listening, Attention	Listening Attention Respond Demonstrate Understanding Respond to and answer questions	Learning routines / transition signals. Engage in conversation. Respond to 'where', 'how', 'why' questions about self. Follow instructions	Communication about familiar people and events. Respond to events and provocations about celebrations around the world. Continue to build listening and attention building skills.	Maintain attention Responds appropriately. Respond to and ask questions. Respond to and interact with others.	Two channelled attention. Respond to others with relevant comments. Follow complex instructions.	Listen to stories with enjoyment and respond. Communicate about characters in stories. Respond to and answer 'how' and 'why' questions in response to stories.	Listen in new situations and in larger groups. Respond to and answer questions in response to ideas and events.
	Speaking	Speaking Questioning Vocabulary linked to topics and texts, used in a variety of contexts Communication Uses Tenses Reasoning Clarify Thinking Narrative	Answering questions. Speaking in sentences about me and my life at home. Communication vents	Communication- take turns to listen and speak. Asking questions about events shared in the topic.	Uses tenses in conversations. Reasoning-why things happen well formed sentences. Questioning to extend learning.	Clarify thinking and using talk to connect ideas and work out problems. Using sentences- well formed, Ask questions to extend learning	Narrative-use language of traditional tales to imagine and recreate ideas. Speaking in sentences details	Questioning facts and information. Clarify thinking through talk to connect ideas. Future tense Transition.

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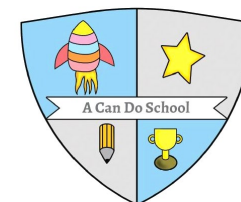
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<p>Personal, Social and Emotional Development</p>	<p>PSHE (SCARF)</p>	<p>Units to cover are: All about me What makes me special Me and my special people Who can help me? My feelings</p>	<p>Units to cover are: I'm special, you're special Same and different families Same and different homes Kind and caring (1) Kind and caring (2)</p>	<p>Units to cover are: What's safe to go onto my body Keeping Myself Safe - What's safe to go into my body (including medicines) Safe indoors and outdoors Listening to my feelings (1) Keeping safe online People who help to keep me safe</p>	<p>Units to cover are: Looking after my special people Looking after my friends Being helpful at home and caring for our classroom Caring for our world Looking after money (1): recognising, spending, using Looking after money (2): saving money and keeping it safe</p>	<p>Units to cover are: Seasons Life stages - plants, animals, humans Life Stages: Human life stage - who will I be? Where do babies come from? Getting bigger Me and my body - girls and boys</p>	<p>Units to cover are: Bouncing back when things go wrong Yes, I can! Healthy eating (1) Healthy eating (2) Move your body A good night's sleep</p>
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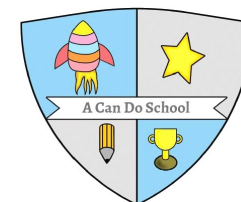
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	Self-Regulation	Express feelings Communication Respond Understand feelings Manage feelings and behaviour Understand how others feel Active learning (see also CoEL)	Express their feelings- share and show how they feel Manage – adapt behaviour to new routine.	Communication – recall experiences, make choices. Understand how others feel- share experiences similar and different	Communication – own needs and listen to others. Manage feelings and behaviour	Express feelings – pride in achievements. Active learning	Manage – work with and negotiate with others Understand how others feel- empathy	Manage – adapt behaviour for new transition situation Understand feelings about transition
	Managing Self	Self awareness Work together Independence Confidence Responsibility Communication Self care Safety Keeping Healthy Vocabulary Communication	Self-Awareness- all about me. Confidence in new situation. Responsibility for their belongings. Self care and safety	Independence - resources. Confidence- try new activities and making choices. Responsibility – class resources. Communicate own needs. Keep healthy toothbrushing	Independence- tasks and learning to learn. Communication – listen, speak, reflect, respond.	Self-Awareness – strengths /weaknesses. Responsibility- care and concern. Safety. Keeping healthy and vocab.	Independence – work on own and with others. Communication s to negotiate and plan.	Confidence – seek a challenge. Independence around Self care and safety
	Building	Build friendships Work together Use language Social skills Recognise the needs of others Communication	Build new friendships. Work together – understand simple rules.	Working together collaboration tasks (focus on sharing and turn taking).	Social skills and positive interactions with others. Use language in play.	Communication – explain own knowledge and understanding.	Work together collaboration and being considerate to the needs of others.	Work together – take on other’s ideas. Use language – planning play.

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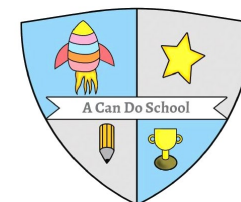
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Physical Development	Gross Motor Skills	<p>Fundamental movement skills Gross motor skills Spatial Aware Safety Aware Apparatus Movement of body parts Use vocabulary linked to Movement</p>	<p>PE: Spatial Awareness</p>  <p>Moving in range of ways, negotiating space Fundamental movement skills.</p>	<p>PE: Body Control and Gymnastics</p>  <p>Body strength. Movement of body parts.</p>	<p>PE: Object Control (Throwing and Catching)</p>  <p>Spatial awareness. Safety awareness. Use of tools</p>	<p>PE: Locomotor (Running and Jumping)</p>  <p>Balancing and climbing equipment.] Manipulation of new tool and equipment</p>	<p>PE- Striking and Kicking</p>  <p>Spatial awareness. Apparatus Variety of malleable materials</p>	<p>PE: Team Games</p>  <p>Responsibility for safety instructions, carrying and moving equipment</p>
	Fine Motor Skills	<p>Linked to Handwriting and Drawing Movement of body parts Strength Pencil grip Lines and Patterns Drawing Communication Manipulation and Control of writing tools and equipment Letter formation</p>	<p>Movement of body parts. Strength. Use of cutlery in the dinner hall</p>	<p>Lines and Patterns Drawing Pencil grip Use of tools-Pancake day</p>	<p>Lines and Patterns Drawing Pencil grip</p>	<p>Communication Letter formation.</p>	<p>Control of writing tools and equipment Letter formation</p>	<p>Letter formation Manipulation and control Use of tools-Making sandwiches for the picnic</p>
	<p>Funky fingers Dough Disco Pencil grip Scissor skills. Manipulation and control when using tools and equipment (clay, play dough, sand and mud kitchen)</p>							

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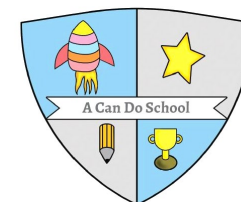
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Literacy	Comprehension	<p>Comprehension Understanding Listen to Respond to Predict Recite Talk about Re-tell Sequence Act out Recall</p> <p>Supported by a core book list of 50 favourite stories that the children will get to know well throughout the year. 5 stories a day.</p>	In addition to systematic phonics: handling book, difference between text and picture. Recite- Rhymes and poems and familiar texts.	In addition to systematic phonics: Follows print, Makes predictions and uses picture clues.	In addition to systematic phonics: Talk about events, Retell.	In addition to systematic phonics: Respond to and retell- responds to questions. Recall main points	In addition to systematic phonics: Retell and act out stories, Think about characters feelings and thoughts.	In addition to systematic phonics: Talk with others about what they have read. Feelings and opinions of stories.
	Word Reading	<p>Phonics GPC recognition Oral blending for reading Word Reading HFW both decodable and common exception words (tricky)</p>	<p>Set 1A</p> <p>Phonics groups differentiated</p>	<p>Set 1A Set 1B</p> <p>Phonics groups differentiated</p>	<p>Set 1A/1B Consolidation Set 1C</p> <p>Phonics groups differentiated</p>	<p>Ditty Red</p> <p>Phonics groups differentiated</p>	<p>Red Green</p> <p>Phonics groups differentiated</p>	<p>Green</p> <p>Phonics groups differentiated</p>

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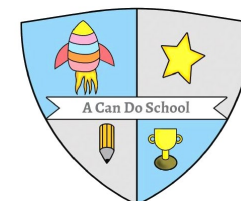
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	Writing	Emergent writing Composition Vocab, grammar and punctuation. Transcription Spelling- GPC recognition, oral segmenting for spelling Handwriting (see also PD-fine motor skills)	In addition to systematic phonics: Emergent writing. Meanings to marks name writing focus. Transcription - letters	In addition to systematic phonics: Emergent writing Own ideas- marl making. Transcription. Recognisable letters initial/CVC words	In addition to systematic phonics: Composition- Orally compose sentence. Emergent writing Familiar words Spelling- build own words	In addition to systematic phonics: Handwriting correctly formed letters, Composition- finger spaces. Begin to use sentences.	In addition to systematic phonics: Composition- capital letters and full stops Composition – narrative, different text forms	In addition to systematic phonics: Handwriting correctly formed letters
Numeracy	Maths Mastery – White Rose Scheme of Learning Key language – cardinal, classification, conservation (of number), numeral, ordinal, partition, subitise, number, quantity, fewer, more							
			Getting to Know You Just Like Me!	It's Me 1 2 3! Light and Dark	Alive in 5! Growing 6,7,8	Building 9 and 10	To 20 and Beyond First Then Now	Find My Pattern On The Move
	Number and	Rote counting Recognition Counting Objects Sense Ordinal numbers Fractions Graphics Calculating Vocabulary	Match, sort and compare amounts	Representing, comparing and composition of 1,2,3 Representing number to 5 One more and one less	Introducing zero Comparing numbers to 5 Composition of 4 and 5 6,7,8 Making Pairs	Combining 2 groups 9 and 10 Comparing numbers to 10. Bonds to 10	Building Numbers Beyond 10. Counting Patterns Beyond 10 Adding More Taking Away	Doubling, Sharing and Grouping, Odd and Even Deepening Understanding Patterns and Relationships

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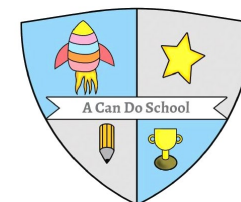
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	Measure Shape and	Shape and Space Shape Space Measurement Distance Weight Volume/Capacity Money Time	Compare size, mass and capacity. Exploring Pattern	Circles and triangles Positional Language. Shapes with 4 sides Time	Compare Mass and Capacity Length and Height	Time 3d Shape Pattern	Spatial Reasoning - Match, Rotate and Manipulate Spatial Reasoning- Compose and Decompose	Spatial Reasoning Visualise and Build Spatial Reasoning Mapping
Understanding the World	Past and Present	Communication Observe Describe Research Recall Chronology Vocabulary People themselves their own family, friends and significant people Objects Events Places	People themselves their own family- their own family and their own history	People friends and other people. Through the wider community. Events- celebrations in our own country and around the world.	Investigate how stories can change through time now and then.	History of dinosaurs- investigating what happened long ago and establishing a timeline Investigate Mary Anning and what she achieved.	Observation of changes over time within the life cycle topic. Describe the changes using relevant vocabulary.	People- significant People through countries and stories. Places – Local and then wider community and world. Lighthouses over time and how they may have been used in the past and how they are used now.
	People, Culture and RE:	Cultures and Beliefs Communication Respect Observe Describe Research Vocabulary	People themselves, their own family, friends and other people own family, school staff	Visitors, Other People- Occupations, local community. Events - Observe, describe, and research events e.g., Christmas, Diwali, Remembrance Day. Places- special places in the local area.		Learn about Chinese new year and the traditions in the celebration.		Journeys around the world- What Different cultures are around the world.

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	The Natural World	Working Scientifically Explore/Observe e Describe Record Questioning Explain Research Equipment and Measures Compare/sort/group/identify/classify Test Vocabulary	Environment- new environments. Explore new natural world around them	Light and Sound	Environments explore and observe local environment	Materials: Changes of state Investigating shells and fossils and how they formed.	Investigating life cycles of butterflies, frogs and plants. How they grow and what changes happen.	Forces: Floating and Sinking Plants and animals Environment Contrasting environments. Materials- natural and manmade.
Expressive Arts and Design	Creating with Materials	Art Observation Communication Aesthetic Awareness Physical Skill Art processes and Techniques Evaluation Designing and Making Explore Design Make Evaluate Tools and Equipment Safety	Drawing – early mark-making, self-portraits (look closely) Collage Physical skill Constructions with reclaimed materials. Introduce techniques.	Painting – colour mixing Painting - printing. Constructions with reclaimed materials. Developing skill and purpose.	Sculpture construction, Techniques and Evaluation Joining techniques Using resources, tools and equipment	Observation through Aesthetic Awareness Communication Sculpture-mouldable Large scale construction.	Observational drawings based on what we observe in the natural world. Design, make and evaluate	Developing Art Processes through collaboration and reflection Design, make and evaluate

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	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Being Imaginative and Expressive</p> <p>Being Imaginative Experiment Respond Represent ideas Recreate Expression Communication</p> <p>Music Listen to Rhythm Movement Singing Making music Opera North sessions weekly</p>	<p>Role play Creative Small world- Own experiences</p>	<p>Creative Role play Small World Stories Own experiences and ideas- recreate. Themes and interests'celebrations and festivals</p>	<p>Themes and Interests-landscapes and environments</p>	<p>Themes and Interests-landscapes and environments</p>	<p>Themes and interests'culture and places</p>	<p>New and familiar stories. Retelling stories with no words.</p>
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