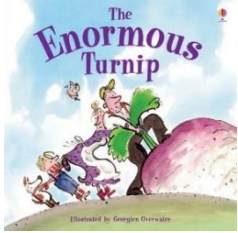
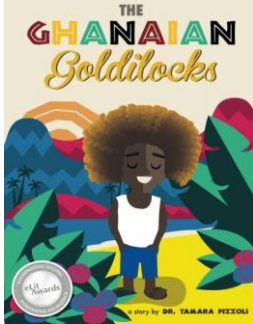
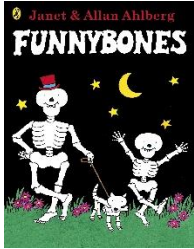
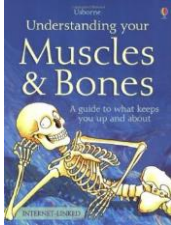
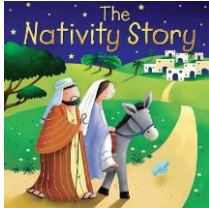
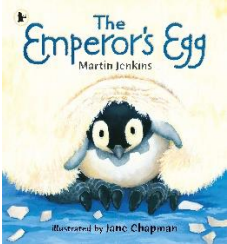
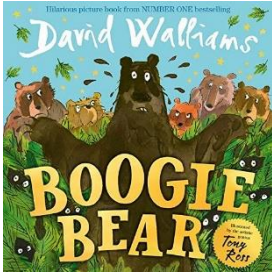
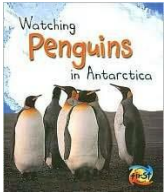
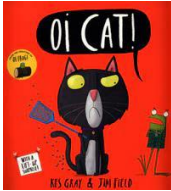
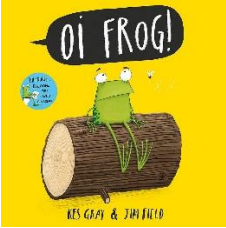

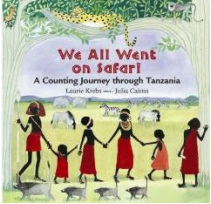
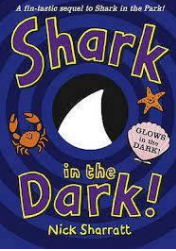


RECEPTION LONG TERM PLAN 2022 - 2023

	Texts/Author Term 1.1	Texts/Author Term 1.2	Texts/Author Term 2.1	Texts/Author Term 2.2	Texts/Author Term 3.1	Texts/Author Term 3.2
<p>Reception: Our Focused Text</p>	<p>Traditional Tales: The Enormous Turnip (various versions/authors)</p> <p>Dr Tamara Pizzoli- Cultural Links: The Ghanaian Goldilocks</p>  	<p>Janet & Allan Ahlberg: Funny Bones</p> <p>Cultural Links: The Nativity Story</p> <p>Additional non-fiction texts linked to the human body.</p>   	<p>Martin Jenkins: The Emperor's Egg</p> <p>David Walliams: Boogie Bear</p> <p>Additional non-fiction texts linked to the Polar Regions.</p>   	<p>Kez Gray & Jim Field: Oi Duck/Oi Cat Oi Dog/Oi Frog</p> <p>Additional non-fiction texts linked to life cycles.</p>   	<p>David McKee: Elmer</p> <p>Laurie Krebs- Cultural Links: We all went on Safari</p> <p>Additional non-fiction texts linked to animals from Africa/Asia.</p>   	<p>Nick Sharratt: Shark in the park Shark in the dark</p> <p>Additional non-fiction texts linked to Sharks</p>   

<p style="text-align: center;">PSHE Coram Life Education SCARF</p>	<p style="text-align: center;"><u>Me and My Relationships</u></p> <p><i>Reception Development Matters:</i> Think about the perspectives of others (6) Build constructive and respectful relationships (2) Identify and moderate their own feelings socially and emotionally (5) Manage their own needs (7) SCARF Learning Outcomes: Similarities & Difference. (6) Name special people. Describe different feelings. (5) Identify who can help if they are sad/worried. (7)</p>	<p style="text-align: center;"><u>Valuing Difference</u></p> <p><i>Reception Development Matters:</i> Build constructive and respectful relationships (2) Think about the perspectives of others (6) Express their feelings and consider the feelings of others (3) Build constructive and respectful relationships (2) SCARF Learning Outcomes: Be sensitive towards others and celebrate what makes each person unique. (2) Recognise things we have in common. (6) Use speaking and listening skills to learn about the lives of their peers. (3) Know the importance of showing care and kindness towards others. (2) Demonstrate skills in building friendships and cooperation. (2)</p>	<p style="text-align: center;"><u>Keeping Myself Safe</u></p> <p><i>Reception Development Matters:</i> Manage their own needs (7) SCARF Learning Outcomes: Talk about how to keep their bodies healthy and safe. (7) Name ways to stay safe around medicines. (7) Know how to stay safe in their home, classroom and outside. (7) Know age-appropriate ways to stay safe online. (7) Name adults in their lives and those in their community who keep them safe. (7)</p>	<p style="text-align: center;"><u>Rights and Responsibilities</u></p> <p><i>Reception Development Matters:</i> See themselves as a valuable individual (1) Think about the perspectives of others (6) Build constructive and respectful relationships (2) SCARF Learning Outcomes: Understand that they can make a difference. (1) Identify how they can care for their home, school and special people. (1) Talk about how they can make an impact on the natural world. (1) Talk about similarities and differences between themselves. (6) Demonstrate building relationships with friends. (2)</p>	<p style="text-align: center;"><u>Being My Best</u></p> <p><i>Reception Development Matters:</i> Express their feelings and consider the feelings of others (3) Show resilience and perseverance in the face of a challenge (4) Manage their own needs (7) SCARF Learning Outcomes: Feel resilient and confident in their learning. (4) Name and discuss different types of feelings and emotions. (3) Learn and use strategies or skills in approaching challenges. (4) Understand that they can make healthy choices. (7) Name and recognise how healthy choices can keep us well. (7)</p>	<p style="text-align: center;"><u>Growing and Changing</u></p> <p><i>Reception Development Matters:</i> Manage their own needs (7) SCARF Learning Outcomes: Understand that there are changes in nature and humans. Name the different stages in childhood and growing up. Understand that babies are made by a man and a woman. Use the correct vocabulary with naming the different parts of the body. (7) Know how to keep themselves safe. (7)</p>
	<p style="text-align: center;"><u>What we will be doing:</u></p> <p>Ongoing circle time linked to relevant, class-based issues including:</p> <ul style="list-style-type: none"> Rules, teamwork, friendships, sharing, turn taking, being kind. Rewards/STARS. New relationships- peers and adults. <p>Ongoing throughout the year:</p> <ul style="list-style-type: none"> 'WOW' from home Star of the week Whole class star on the rocket – Class rewards Whole class visual timetable Individual rewards - Star box & Stickers 	<p style="text-align: center;"><u>What we will be doing:</u></p> <p>Ongoing circle time linked to relevant, class-based issues including:</p> <ul style="list-style-type: none"> Keeping healthy & oral hygiene week. How to keep healthy and what happens if we don't. Shoe box appeal. Bonfire night- keeping safe. Remembrance Day – whole school assembly 	<p style="text-align: center;"><u>What we will be doing:</u></p> <p>Ongoing circle time linked to relevant, class-based issues including:</p> <ul style="list-style-type: none"> Valentines. Mother's Day- how it is celebrated around the world? Friendship week in school Internet safety week Class Assembly-year group 	<p style="text-align: center;"><u>What we will be doing:</u></p> <p>Ongoing circle time linked to relevant, class-based issues including:</p> <ul style="list-style-type: none"> Caring for all living things- how we can show we care/look after animals. Being a good friend, linked to focus text and being bossy. Class Assemblies 	<p style="text-align: center;"><u>What we will be doing:</u></p> <p>Ongoing circle time linked to relevant, class-based issues including:</p> <ul style="list-style-type: none"> Comparisons between different countries- looking at countries where they don't have as much. Saving the planet and animals in the jungle- what can we do? Why is it important and how can we make a difference? 	<p style="text-align: center;"><u>What we will be doing:</u></p> <p>Ongoing circle time linked to relevant, class-based issues including:</p> <ul style="list-style-type: none"> Link to Fables-The boy who cried wolf- what happens if you say you see something and you can't? Discuss the moral of the story. Pollution/The Environment/Looking after the Ocean. Transition, changes, celebrating how far we have come. What have we enjoyed in Reception? What are we looking forward to next year?

	<p>PD: Reception Development Matters: Develop skills needed to manage the school day successfully- lining up and queuing, mealtimes, personal hygiene (13) Revise and refine fundamental movement skills- walking, jumping, running, hopping, skipping. (1) Developing small motor skills so they can use a range of tools competently, e.g tripod grip, paintbrushes, scissors, utensils for eating. (4) Develop the foundations of a handwriting style which is fast, accurate and efficient (11).</p>	<p>PD: Reception Development Matters: Revise and refine the fundamental movement skills they have already acquired- rolling, crawling, walking, jumping, running, hopping, skipping, climbing (1) Develop the overall body strength, co-ordination, balance and agility needed to engage with other Develop the foundations of a handwriting style which is fast, accurate and efficient (11).</p>	<p>PD: Reception Development Matters: Progress towards a more fluent style of moving, with developing control and grace. (2) Develop the overall body strength, co-ordination, balance and agility needed to engage with other physical disciplines. (3) Develop the foundations of a handwriting style which is fast, accurate and efficient (11). Combine different movements with ease and fluency (6)</p>	<p>PD: Reception Development Matters: Revise and refine fundamental movement skills already acquired: rolling, crawling, climbing. (1) Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. (7) Develop the foundations of a handwriting style which is fast, accurate and efficient (11).</p>	<p>PD: Reception Development Matters: Develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming. (9) Develop confidence, competence and precision when engaging in activities that involve a ball. (10) Develop core muscle strength- ensuring good posture when sitting at a table or on the floor. (5) Know and talk about the different factors that support overall health and wellbeing- e.g regular physical activity, toothbrushing, sleep routines, sensible amounts of screen time, being a safe pedestrian. (12) Develop the foundations of a handwriting style which is fast, accurate and efficient (11).</p>	<p>PD: Reception Development Matters: Revise and refine fundamental movement skills- walking, jumping, running, hopping, skipping. (1) Develop the overall body strength, co-ordination, balance and agility needed to engage with other physical disciplines. (3) Develop the foundations of a handwriting style which is fast, accurate and efficient (11).</p>
<p>Physical Development inc. GetSet4PE</p> <p>SKILLS & KNOWLEDGE</p>	<p>What we will be doing:</p> <ul style="list-style-type: none"> • Introduce 1km a day on the running track. • Outdoor play – climbing frame/bikes/outdoor toys etc targeting safety and rules. • MUGA/Track time to support aspects of physical development. <p>GetSet4PE Introduction to PE Time spent learning basic PE principles, <u>finding a space, freezing on command, using and sharing equipment, working individually and with a partner/group.</u> Taking part in activities developing fundamental movement skills, <u>running, jumping & skipping.</u></p>	<p>What we will be doing:</p> <ul style="list-style-type: none"> • 1km a day on the running track. • Outdoor play – climbing frame/bikes/outdoor toys etc. • Climbing frame/MUGA/Track <p>GetSet4PE Fundamentals <u>Balancing, running, changing direction, jumping, hopping and travelling.</u> Children will develop gross motor skills through a range of activities. Learn how to <u>stay safe using space, working independently and with a partner.</u></p>	<p>What we will be doing:</p> <ul style="list-style-type: none"> • 1km a day on the running track. • Outdoor play – climbing frame/bikes/outdoor toys etc. • Climbing frame/MUGA/Track <p>GetSet4PE Dance <u>Explore space and how to use it safely.</u> <u>Explore travelling movements, shapes and balances.</u> <u>Choose own action in response to a stimulus.</u> <u>Copy, repeat and remember actions.</u> <u>Introduce to counting to help keep in time with music.</u> <u>Perform for others and begin to provide feedback</u></p>	<p>What we will be doing:</p> <ul style="list-style-type: none"> • 1km a day on the running track. • Outdoor play – climbing frame/bikes/outdoor toys etc. • Climbing frame/MUGA/Track <p>GetSet4PE Gymnastics Explore basic movements, <u>creating shapes, balances, jumps, begin to develop rocking and rolling.</u> Showing an <u>awareness of spaces and how to use it safely,</u> perform <u>basic skills on both floor and apparatus.</u> <u>Copy, create, remember and repeat short sequences.</u> They begin to understand <u>using levels and directions when traveling and balancing.</u> Linked to <u>balance and sitting.</u> Target <u>moving along the apparatus using different parts of the body</u></p>	<p>What we will be doing:</p> <ul style="list-style-type: none"> • 1km a day on the running track. • Outdoor play – climbing frame/bikes/outdoor toys etc. • Climbing frame/MUGA/Track <p>GetSet4PE Ball Skills Develop fundamental ball skills- <u>rolling, receiving, throwing to a target, bouncing & catching, dribbling & kicking.</u> Developing fine motor through a range of games.</p>	<p>What we will be doing:</p> <ul style="list-style-type: none"> • 1km a day on the running track. • Outdoor play – climbing frame/bikes/outdoor toys etc. • Climbing frame/MUGA/Track • Team games- targeting team games to support the children when working in a team situation. <u>Listening and following the rules of the game are essential.</u> Further ideas available at: https://www.thepeshed.com/tag-games • https://www.thepeshed.com/thinking-games <p>GetSet4PE Games Practise and further development fundamental movement skills through games. Learn <u>how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</u></p>

<p style="text-align: center;">UtW</p> <p>SKILLS & KNOWLEDGE</p>	<p>UTW: Reception Development Matters: Explore the natural world around them (9) Understand the effect of changing seasons on the natural world around them. (12) Describe what they see, hear and feel whilst outside. (10)</p>	<p>UTW: Reception Development Matters: Explore the natural world around them (9) Comment on images of familiar situations in the past.(3) Compare and contrast characters from stories, including figures from the past.(4)</p>	<p>UTW: Reception Development Matters: Recognise some environments are different to the one in which they live (11) Talk about families and community (1) Name and describe people who are familiar to them (2) Draw information from a simple map. (5)</p>	<p>UTW: Reception Development Matters: Explore the natural world around them (9)</p>	<p>UTW: Reception Development Matters: Recognise some similarities and differences between life in this country and life in other countries (8) Recognise some environments are different to the one in which they live (11)</p>	<p>UTW: Reception Development Matters: Recognise some similarities and differences between life in this country and life in other countries (8) Recognise some environments are different to the one in which they live (11)</p>
	<p>What we will be doing:</p> <ul style="list-style-type: none"> • Growing- things that grow. How I've grown and changed. Knowing why things grow. <u>Observing</u> things that grow. <u>Dissecting</u> things that grow. • Autumn Walk to discuss <u>similarities and differences</u> between Autumn and the other seasons. 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • Learning about the body, skeleton, name of bones. • Children's bones and Adult bones. Discuss why we have bones? What do bones do? • Exploring XRAYs and seeing bones. • Remembrance Day- whole school assembly. • Bonfire night- learning about Guy Fawkes 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • <u>Observing similarities and differences, making comparisons about the world around us.</u> • Explore climates and cultures focusing the North and South Pole. • Learn about the lives of the Inuit people and the animals living in the snow and ice. • <u>Explore melting and freezing-</u> science experiments. • Discussing how life in the North/South pole differs to their lives. 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • Different animals and their habitats. • <u>Finding out about animals from non-fiction books-</u> What do animals need to survive? <u>Comparing habitats and their environments.</u> • Mini topic – Life cycles – frog, linked to literacy 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • <u>Finding information from a map-</u> What country do elephants come from? Looking at different countries where elephants originate from. • <u>Internet Research-</u> What do elephants need to survive? What do you know about elephants? What would you like to find out? • Finding out about charities- what do they do? Save the elephant charity –why is this so important? 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • <u>Research and asking questions-</u> what do you know about sharks and other animals that live under the sea. • Looking after the world- Knowing about recycling & pollution and how this impacts of nature/environment. Look at charities that support the oceans. • <u>Making predictions</u> linked to Floating & Sinking- What materials can we use for a boat?

<p style="text-align: center;">UtW</p> <p style="text-align: center;">R.E & SMSC</p>	<p style="text-align: center;">RE & SMSC</p> <p>Reception Development Matters: Recognise that people have different beliefs and celebrate special times in different ways. (7) Understand that some places are special to members of their community. (6)</p>	<p style="text-align: center;">RE & SMSC</p> <p>Reception Development Matters: Recognise that people have different beliefs and celebrate special times in different ways. (7) Understand that some places are special to members of their community. (6)</p>	<p style="text-align: center;">RE & SMSC</p> <p>Reception Development Matters: Recognise that people have different beliefs and celebrate special times in different ways. (7)</p>	<p style="text-align: center;">RE & SMSC</p> <p>Reception Development Matters: Recognise that people have different beliefs and celebrate special times in different ways. (7) Understand that some places are special to members of their community. (6)</p>	<p style="text-align: center;">RE & SMSC</p> <p>Reception Development Matters: Recognise that people have different beliefs and celebrate special times in different ways. (7) Understand that some places are special to members of their community. (6)</p>	<p style="text-align: center;">RE & SMSC</p> <p>Reception Development Matters: Recognise that people have different beliefs and celebrate special times in different ways. (7) Understand that some places are special to members of their community. (6)</p>
	<p style="text-align: center;">What we will be doing:</p> <ul style="list-style-type: none"> Islam-Eid <p>Ongoing:</p> <ul style="list-style-type: none"> Awareness of festivals other people celebrate and family traditions. 	<p style="text-align: center;">What we will be doing:</p> <ul style="list-style-type: none"> Mini Topic- Festivals & Celebrations: Diwali – Hindu & Sikh Hanukah- Judaism Discuss why, how and who celebrates. <i>Make comparisons</i> between celebrations such as Christmas. Church Visit to introduce Nativity Story- Christianity Finding out about other cultures. Exploring Christmas traditions in other parts of the world. <p>Ongoing:</p> <ul style="list-style-type: none"> Awareness of festivals other people celebrate and family traditions. 	<p style="text-align: center;">What we will be doing:</p> <ul style="list-style-type: none"> Chinese New Year – worldwide celebration, exploring other cultures and traditions. <p>Ongoing:</p> <ul style="list-style-type: none"> Awareness of festivals other people celebrate and family traditions. 	<p style="text-align: center;">What we will be doing:</p> <ul style="list-style-type: none"> Shrove Tuesday/Lent Easter- Christianity Church visits to introduce the Easter <p>Ongoing:</p> <ul style="list-style-type: none"> Awareness of festivals other people celebrate and family traditions. 	<p style="text-align: center;">What we will be doing:</p> <ul style="list-style-type: none"> Buddhism- Promoting mindfulness and meditation <p>Ongoing:</p> <ul style="list-style-type: none"> Awareness of festivals other people celebrate and family traditions. 	<p style="text-align: center;">What we will be doing:</p> <ul style="list-style-type: none"> Islam-Eid <p>Ongoing:</p> <ul style="list-style-type: none"> Awareness of festivals other people celebrate and family traditions.

CLL SKILLS & KNOWLEDGE	Ongoing over the year: <ul style="list-style-type: none"> ➤ Understand how to listen carefully and why listening is important. (1) ➤ Learn new vocabulary. (2) ➤ Use new vocabulary through the day.(3) ➤ Use new vocabulary in different contexts. (13) ➤ Ask questions to find out more and to check they understand what has been said to them. (4) ➤ Articulate their ideas and thoughts in well-formed sentences. (5) ➤ Connect one idea or action to another using a range of connectives. (6) ➤ Use talk to help work out problems and organise thinking and activities, explain how things work, and why they might happen. (8) ➤ Engage in story times. (10) ➤ Listen to and talk about stories to build familiarity and understanding. (11) ➤ Listen carefully to rhymes and songs, paying attention to how they sound. (14) ➤ Learn rhymes, poems and songs. (15) 					
	C&L: Develop social phrases. (9) Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (12)	C&L: Describe events in some detail (7)	C&L: Ask questions to find out more and to check they understand what has been said to them. (4) Articulate their ideas and thoughts in well-formed sentences. (5) Connect one idea or action to another using a range of connectives. (6)	C&L: Engage in non-fiction books (16) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (17)	C&L: Use talk to help work out problems and organise thinking and activities, explain how things work, and why they might happen. (8)	C&L: Learn new vocabulary. (2) Use new vocabulary through the day. (3)
	What we will be doing: <ul style="list-style-type: none"> • <u>Retelling</u> traditional tales using pictures to <u>sequence</u> and puppets. • <u>Singing</u> traditional nursery rhymes. • Sharing traditional tales with the children so that they know that traditional tales have different versions and have been around for years and years. 	What we will be doing: <ul style="list-style-type: none"> • Festivals and celebrations –<u>Describing</u> different celebrations, why we celebrate, who celebrates, how they are celebrated- <u>comparing similarities and differences</u> e.g. Christmas, Diwali, Hanukkah. Link this to their celebrations, which do you celebrate? How do you celebrate, encouraging children to <u>make comparisons</u>? 	What we will be doing: <ul style="list-style-type: none"> • <u>Comparisons</u>- how are the North/South pole different to where we live. • <u>Class discussion</u>- Discussing the animals that live in cold places and how they have adapted to live there. 	What we will be doing: <ul style="list-style-type: none"> • Discussing different animals and where they might be found. Naming different countries. • <u>Using life cycle vocabulary and scientific vocabulary</u> e.g. chrysalis, froglet, ensuring children can <u>explain and describe</u> the different stages and what happens during each. 	What we will be doing: <ul style="list-style-type: none"> • Using <u>the language of same and different to compare different countries and cultures</u>. • <u>Discussing morals</u> linked to stories- e.g. why is it good to be different? 	What we will be doing: <ul style="list-style-type: none"> • Light and dark- <u>differences</u>, day and night etc. Discuss nocturnal animals. • <u>Researching</u> The environment and pollution- what are they? • Look at stories with morals e.g. The Boy who Cried Wolf? <u>Morals- What can we learn from this story?</u>

Lit Skills & Knowledge	<p>LIT: Reception Development Matters: Ongoing phonics: Read individual letters by saying the sounds for them. (1) Blend sounds into words so that they can read short words made up of known letter-sound correspondences. (2) Read a few common exception words matched to the school's phonic programme. (4)</p>	<p>LIT: Reception Development Matters: Ongoing phonics: Read some letter groups that each represent one sound and say sounds for them. (3) Spell words by identifying the sounds and then writing the sound with letter/s. (8) Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words. (5) Re-read these books to build up their confidence in word reading, fluency, understanding and enjoyment. (6)</p>	<p>LIT: Reception Development Matters: Ongoing Phonics: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (9) Form lower case and capital letters correctly. (7) Re-read what they have written to check that it makes sense. (10)</p>	<p>LIT: Reception Development Matters: Ongoing Phonics: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (9) Form lower case and capital letters correctly. (7) Re-read what they have written to check that it makes sense. (10)</p>	<p>LIT: Reception Development Matters: Ongoing Phonics: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (9) Form lower case and capital letters correctly. (7) Re-read what they have written to check that it makes sense. (10)</p>	<p>LIT: Reception Development Matters: Ongoing Phonics: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. (9) Form lower case and capital letters correctly. (7) Re-read what they have written to check that it makes sense. (10)</p>
	<p>What we will be doing:</p> <ul style="list-style-type: none"> • <u>Story sequencing</u> linked to focus texts and other traditional tales. • <u>Retelling</u> traditional tales • <u>Rhyming & Alliteration.</u> 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • <u>Labelling</u> a skeleton. • Making <u>lists</u> of bones. • <u>Retelling</u> the Christmas story. • Writing a Christmas card. • <u>List</u> for Father Christmas. 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • Writing sentences/words to <u>describe</u> cold places/where the children live. • <u>Labelling</u> animals that live in cold places & identifying their features e.g fur. 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • Children to become Authors and create their own class book filled with rhyming 'silly sentences' linked to the focus text e.g children to think of their own animal and what it can sit on. • <u>Recount</u> of visit to farm. • Children to write about a life cycle of their choosing- what happens at each stage? 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • Animal <u>descriptions</u>- what am I? E.g I have a trunk, I have big ears etc. • <u>Facts</u> about the jungle/elephants. • <u>Comparisons</u> between different cultures. 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • Shark <u>fact file</u>. Create a class book describing sharks, different species, shark facts. • <u>Letter</u> to new teacher to introduce themselves.
	<p>LITTLE WANDLE PHONICS & READING SESSIONS:</p> <ul style="list-style-type: none"> ➢ Daily Phonics – introducing sounds and digraphs. ➢ X3 Reading sessions per week focusing on: Session 1: Decoding Session 2: Prosody Session 3: Comprehension 	<p>LITTLE WANDLE PHONICS & READING SESSIONS:</p> <ul style="list-style-type: none"> ➢ Daily Phonics – introducing sounds and digraphs. ➢ X3 Reading sessions per week focusing on: Session 1: Decoding Session 2: Prosody Session 3: Comprehension 	<p>LITTLE WANDLE PHONICS & READING SESSIONS:</p> <ul style="list-style-type: none"> ➢ Daily Phonics – introducing sounds and digraphs. ➢ X3 Reading sessions per week focusing on: Session 1: Decoding Session 2: Prosody Session 3: Comprehension 	<p>LITTLE WANDLE PHONICS & READING SESSIONS:</p> <ul style="list-style-type: none"> ➢ Daily Phonics – introducing sounds and digraphs. ➢ X3 Reading sessions per week focusing on: Session 1: Decoding Session 2: Prosody Session 3: Comprehension 	<p>LITTLE WANDLE PHONICS & READING SESSIONS:</p> <ul style="list-style-type: none"> ➢ Daily Phonics – introducing sounds and digraphs. ➢ X3 Reading sessions per week focusing on: Session 1: Decoding Session 2: Prosody Session 3: Comprehension 	<p>LITTLE WANDLE PHONICS & READING SESSIONS:</p> <ul style="list-style-type: none"> ➢ Daily Phonics – introducing sounds and digraphs. ➢ X3 Reading sessions per week focusing on: Session 1: Decoding Session 2: Prosody Session 3: Comprehension

MATHS SKILLS & KNOWLEDGE	<p>Daily Maths: Counts objects, actions and sounds. (1) Link the number symbol (numeral) with its cardinal value. (3) Count beyond 10. (4) Compare numbers- (5) Introduce subitising. (2)</p>	<p>Daily Maths: Counts objects, actions and sounds. (1) Link the number symbol (numeral) with its cardinal value. (3) Count beyond 10. (4) Compare numbers- (5) Subitising. (2)</p>	<p>Daily Maths: Counts objects, actions and sounds. (1) Link the number symbol (numeral) with its cardinal value. (3) Count beyond 10. (4) Compare numbers- (5) Subitising. (2)</p>	<p>Daily Maths: Counts objects, actions and sounds. (1) Link the number symbol (numeral) with its cardinal value. (3) Count beyond 10. (4) Compare numbers- (5) Subitising. (2)</p>	<p>Daily Maths: Counts objects, actions and sounds. (1) Link the number symbol (numeral) with its cardinal value. (3) Count beyond 10. (4) Compare numbers- (5) Subitising. (2)</p>	<p>Daily Maths: Counts objects, actions and sounds. (1) Link the number symbol (numeral) with its cardinal value. (3) Count beyond 10. (4) Compare numbers- (5) Subitising. (2)</p>
	<p>MATHS: White Rose Reception Development Matters: Continue, copy and create repeating patterns. (11) Compare length, weight and capacity. (12) Starting with more/less/same and moving on to 1 more/ 1 less looking at patterns in numbers and the relationship between consecutive numbers. (6) Explore the composition of numbers to 10 (7)</p>	<p>MATHS: White Rose Reception Development Matters: Starting with more/less/same and moving on to 1 more/ 1 less looking at patterns in numbers and the relationship between consecutive numbers. (6) Explore the composition of numbers to 10 (7) Compare length, weight and capacity. (12)</p>	<p>MATHS: White Rose Reception Development Matters: Compare length, weight and capacity. (12) Starting with more/less/same and moving on to 1 more/ 1 less looking at patterns in numbers and the relationship between consecutive numbers. (6) Explore the composition of numbers to 10 (7) Automatically recall number bonds for numbers 0-10 (8)</p>	<p>MATHS: White Rose Reception Development Matters: Look at patterns in numbers and the relationship between consecutive numbers. (6) Explore the composition of numbers (7) Select, rotate and manipulate shapes in order to develop spatial reasoning skills (9) Compose and decompose shapes so that children recognise a shape can have other shapes within in, just as numbers can. (10)</p>	<p>MATHS: White Rose Reception Development Matters: Select, rotate and manipulate shapes in order to develop spatial reasoning skills (9) Compose and decompose shapes so that children recognise a shape can have other shapes within in, just as numbers can. (10) Looking at patterns in numbers and the relationship between consecutive numbers. (6)</p>	<p>MATHS: White Rose Reception Development Matters: Development Matters and the skills will be identified on the short-term planning based on ongoing teacher assessment and identified gaps in the learning.</p>
	<p>What we will be doing:</p> <ul style="list-style-type: none"> • Getting to Know you- explore <i>positional language</i> through where things belong in the continuous provision. • Just Like me- <i>Matching & Sorting, comparing amounts.</i> • <i>Comparing Size, mass and capacity.</i> • <i>Exploring Pattern.</i> • It's Me, 1 2 3- <i>Representing, comparing and composition of 1, 2,3</i> • <i>Circles & Triangles, positional language.</i> 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • Light & Dark- <i>Representing numbers to 5.</i> • <i>1 more and less.</i> • <i>Shapes with 4 sides.</i> • <i>Time.</i> • Alive in 5!- <i>Introducing zero, comparing numbers to 5, composition of 4 & 5</i> • <i>Compare mass & capacity (2)</i> 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • Growing 6,7,8- <i>6,7,8, making pairs, combining 2 groups.</i> • <i>Length & Height, time.</i> • Building 9 & 10- <i>9 & 10, comparing numbers to 10, bonds to 10.</i> • <i>3-D shapes, pattern (2)</i> 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • To 20 and beyond- <i>Building numbers beyond 10, counting patterns beyond 10.</i> • <i>Spatial reasoning, match, rotate, manipulate.</i> • First then now, <i>adding more, taking away, Spatial reasoning (2), Compose & Decompose</i> 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • Find my pattern- <i>Doubling, sharing & grouping, even & odd.</i> • <i>Spatial reasoning, visualise & build</i> • On the move- <i>Deepening understanding, patterns & relationships.</i> • <i>Spatial Reasoning, mapping.</i> 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • Consolidation- <i>revisit any areas identified.</i>

<p style="text-align: center;">EAD SKILLS & KNOWLEDGE</p>	<p>EAD: Reception Development Matters: Explore, use and refine a variety of artistic effects to express their ideas and feelings. (1) Ongoing throughout the year- Develop storylines in their pretend play (7)</p>	<p>EAD: Reception Development Matters: Create collaboratively sharing ideas, resources and skills (3) Ongoing throughout the year- Develop storylines in their pretend play (7)</p>	<p>EAD: Reception Development Matters: Explore, use and refine a variety of artistic effects to express their ideas and feelings. (1) Ongoing throughout the year- Develop storylines in their pretend play (7)</p>	<p>EAD: Reception Development Matters: Explore, use and refine a variety of artistic effects to express their ideas and feelings. (1) Create collaboratively sharing ideas, resources and skills (3) Ongoing throughout the year- Develop storylines in their pretend play (7)</p>	<p>EAD: Reception Development Matters: Watch and talk about dance and performance art, expressing their feelings and responses. (5) Explore and engage in music making and dance, performing solo or in groups (8) Ongoing throughout the year- Develop storylines in their pretend play (7)</p>	<p>EAD: Reception Development Matters: Return to and build on their previous learning, refining ideas and developing their ability to represent them. (2) Ongoing throughout the year- Develop storylines in their pretend play (7)</p>
	<p>What we will be doing:</p> <ul style="list-style-type: none"> • <u>Printing</u>- What different marks can we make with fruits/vegetables- exploring paint/clay. • <u>Collage</u>- linked to Autumn and exploring Autumn colours. • <u>Rubbings</u> – • Tree rubbings, leaf rubbings, bark rubbings. • <u>Painting</u>- Self portrait • <u>Kandinsky</u> – Introduce the famous artist and his piece – Circles. Link to SSM/textures/layering 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • <u>Making skeletons</u> children to explore different media and material e.g chalk, paint. • <u>Large scale model</u> making- stick skeletons outside. • <u>Cutting</u>- making shadow puppets. • <u>3D Structures</u>- the children will explore making 3D structures using natural materials – Stick Men Cromwell Bottom. 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • <u>Exploring different media</u>- Winter artwork- charcoal trees, what do they look like in Winter? Linked to Kandinsky- look at the artwork ‘Trees’ • <u>Painting</u>- Winter colourwash and animal silhouettes. 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • <u>Illustrations</u>- chalk, linked to caption writing, what animal are you drawing? What are they sitting on? • <u>Kandinsky</u> – Flowers – Springtime flowers 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • <u>Patch work</u> • <u>Using a ruler to draw straight lines</u> • Fabric/clay/ • Patterns • Make their own African sculpture/ mask. • Milk bottle elephants • African jewellery • Watch African Dancing linked to topic. 	<p>What we will be doing:</p> <ul style="list-style-type: none"> • <u>Designing</u> a telescope using own choices of materials (the rolling method). • <u>Designing & Improving</u> Making something that will float – thinking about the shape & materials.

MUSIC SKILLS & KNOWLEDGE	<p>MUSIC- Charanga: Me! <i>Reception Development Matters:</i> Listen attentively, move to and talk about music, expressing their feelings and responses (4) Sing in a group or on their own, increasingly matching the pitch and following the melody (6) Explore and engage in music making and dance, performing solo or in groups (8)</p>	<p>MUSIC- Charanga: My Stories <i>Reception Development Matters:</i> Listen attentively, move to and talk about music, expressing their feelings and responses (4) Sing in a group or on their own, increasingly matching the pitch and following the melody (6) Explore and engage in music making and dance, performing solo or in groups (8) Nativity- Sing in a group or on their own, increasingly matching the pitch and following the melody (6)</p>	<p>MUSIC- Charanga: Everyone <i>Reception Development Matters:</i> Listen attentively, move to and talk about music, expressing their feelings and responses (4) Sing in a group or on their own, increasingly matching the pitch and following the melody (6) Explore and engage in music making and dance, performing solo or in groups (8)</p>	<p>MUSIC- Charanga: Our World <i>Reception Development Matters:</i> Listen attentively, move to and talk about music, expressing their feelings and responses (4) Sing in a group or on their own, increasingly matching the pitch and following the melody (6) Explore and engage in music making and dance, performing solo or in groups (8)</p>	<p>MUSIC- Charanga: Big Bear Funk- Funk Music <i>Reception Development Matters:</i> Listen attentively, move to and talk about music, expressing their feelings and responses (4) Sing in a group or on their own, increasingly matching the pitch and following the melody (6) Explore and engage in music making and dance, performing solo or in groups (8)</p>	<p>MUSIC- Charanga: Reflect, Rewind and Replay <i>Reception Development Matters:</i> Listen attentively, move to and talk about music, expressing their feelings and responses (4) Sing in a group or on their own, increasingly matching the pitch and following the melody (6) Explore and engage in music making and dance, performing solo or in groups (8)</p>
	<p>What we will be doing:</p> <ul style="list-style-type: none"> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Find the pulse. Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and glockenspiels.</p>	<p>What we will be doing:</p> <ul style="list-style-type: none"> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock The ABC Song <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Find the pulse as one of the characters from the song. Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs. Invent a pattern to go with a song using one note.</p>	<p>What we will be doing:</p> <ul style="list-style-type: none"> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. Use the starting note to explore melodic patterns using one or two notes.</p>	<p>What we will be doing:</p> <ul style="list-style-type: none"> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey <p>Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs. Use the starting note to explore melodic patterns using one or two notes.</p>	<p>What we will be doing:</p> <ul style="list-style-type: none"> Big Bear Funk <p>Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments. Find a funky pulse. Copy-clap 3- or 4-word phrases from the song. Keep the beat of the song with a pitched note Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D, E</p>	<p>What we will be doing:</p> <p>Consolidate learning and contextualise the history of music. Revise existing knowledge and skills.</p>

<p style="text-align: center;"><u>Trips, Visits & Special events</u></p>	<ul style="list-style-type: none"> ➤ School environment visits – KS2 playground/KS1 environment. Getting to know the different aspects to the school grounds – MUGA/Running track/Trim Trail. ➤ Introduce ‘reading partners’ and the KS2 children to the reception children. <p style="text-align: center;">Season walk: Autumn</p>	<ul style="list-style-type: none"> ➤ Church visit – Introduce the nativity story. ➤ Oral Health Day ➤ Nativity Performance ➤ Elland Library Visit (1) <p style="text-align: center;"><u>Cromwell Bottom Day:</u> Each half term the children will visit Cromwell Bottom for the day.</p> <p><u>Focus:</u> Introduction to Cromwell and the local area surrounding school.</p> <p style="text-align: center;">Season Walk: Winter</p>	<ul style="list-style-type: none"> ➤ Valentines’ day assembly ➤ Elland Library Visit (2) <p style="text-align: center;"><u>Cromwell Bottom Day:</u> Each half term the children will visit Cromwell Bottom for the day.</p> <p><u>Focus:</u> 3D sculptures/Artwork using natural materials.</p> <p style="text-align: center;">Season Walk: Winter</p>	<ul style="list-style-type: none"> ➤ Church visit – Easter Story. ➤ Cannon Hall Farm Visit ➤ Elland Library Visit (3) <p style="text-align: center;"><u>Cromwell Bottom Day:</u> Each half term the children will visit Cromwell Bottom for the day.</p> <p><u>Focus:</u> Life Cycles – Frogs/Pond dipping.</p>	<ul style="list-style-type: none"> ➤ Oral Health Day ➤ Elland Library Visit (4) <p style="text-align: center;"><u>Cromwell Bottom Day:</u> Each half term the children will visit Cromwell Bottom for the day.</p> <p><u>Focus:</u> Birds/Minibeasts</p> <p style="text-align: center;">Season Walk: Summer</p>	<ul style="list-style-type: none"> ➤ Trip to Cromwell Bottom – Teamwork activities link to class changes. ➤ Elland Library Visit (5) ➤ End of Reception celebrations. <p style="text-align: center;"><u>Cromwell Bottom Day:</u> Each half term the children will visit Cromwell Bottom for the day.</p> <p><u>Focus:</u> Geography - North Loop</p> <p style="text-align: center;">Season Walk: Summer</p>
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