

Reception Long Term Plan 2024-2025

**Potential Themes/
Possible Celebrations & Experiences**

Autumn

- Starting school/Celebrating us – our family, where we live, birthdays
- Fireworks/bonfire night
- Nocturnal animals/Day and Night
- Harvest
- Healthy eating
- Diwali
- Remembrance Day
- Christmas,
- Seasons - Autumn/winter
- Health eating -making soup for Grandma Little Red Riding Hood/Turnip mash - Gigantic turnip

Spring

- Superheroes/Real life super heroes (people who help us/ how we can help?)
- Recycling
- Lunar New Year
- Springtime
- Growing/planting
- Journeys – maps – pirates/naughty bus
- Easter
- Mother's Day

Summer

- Life Cycles - butterflies, frogs
- World Biscuit Day – biscuit bear
- Sea creatures (non-fiction)
- Father's Day
- Sports Day
- Transition – how we are changing
- Growing /change
- Healthy lifestyles
- Eid
- Space (non-fiction)

High quality texts used to plan



Additional texts to use to support theme/learning (story times)



C&L - Communication and language

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 **embed 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**.

The Reception Year provides the foundation skills that children will build upon in Year one.

The National Curriculum (2014) states that children should be able to....

- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Listen and respond appropriately to adults and their peers
- Gain, maintain and monitor the interest of the listener(s)
- Ask relevant questions to extend their understanding and knowledge
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use relevant strategies to build their vocabulary
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Consider and evaluate different viewpoints, attending to and building on the contributions of others
- Select and use appropriate registers for effective communication.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Communication/ Development of speaking and responding skills</p> <p><i>Adults to support children using the ShREC approach</i></p> <p><i>Support children with speech and language delays – NELI/WellComm</i></p>	<p>Introduce key vocabulary from the classroom and words they might not be familiar with e.g. rolling pin, stethoscope</p> <p>Model speaking in full sentences/commenting on play – extending sentences</p> <p>Linked to weekly story, focus on 'who, what, why' questions</p> <p>Listen and follow instructions – include 2 part instructions e.g. Put your coat away and then go outside</p>	<p>Engage in non-fiction books.</p> <p>Understand and answer why/what questions</p> <p>Use full sentences with joined up words like 'because', 'or', 'and'</p> <p>Up level sentence by adding a word.</p>	<p>Provide opportunities to retell the story once they have developed a deep familiarity with new knowledge and vocabulary</p> <p>Use talk to organise play</p> <p>Planned in opportunities for back and forth conversations</p>	<p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Ask questions to find out more and check understanding.</p>	<p>Listen and understand instructions while busy with another task.</p> <p>Understand/answer in detail - how, why, where questions.</p> <p>Describe events in some detail.</p> <p>Express ideas about feelings and experiences.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use language to reason.</p>	<p>Opportunities to re-enact stories using key vocabulary.</p> <p>Make comments and clarify thinking with questions.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Speak in well-formed sentences with some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Use past, present, and future tenses in conversation with peers and adults.</p> <p>Use conjunctions to extend and articulate their ideas.</p>

<p>Development of listening and attention skills</p>	<p>Introducing good listening cards Listening and attention games – guess the instrument, follow the pattern</p> <p>Engage in story times</p> <p>Sing a repertoire of rhymes and songs.(introduce poetry basket)</p> <p>Listen and follow simple instruction</p> <p>Listen to and talk about selected fiction/non-fiction</p>	<p>Listen carefully and learn rhymes, poetry and songs</p> <p>Listen to your talk partner and feedback</p> <p>Engage in story times – understands why listening is important</p> <p>Listen to and talk about selected fiction/non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Maintain attention in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Listen carefully and learn rhymes, poetry and songs</p>	<p>Maintain activity while listening.</p> <p>Listen and respond with relevant questions, comments, or actions.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Listen and respond to your talk partner</p>
<p>Development of vocabulary skills (refer to vocabulary list)</p> <p><i>ShREC approach</i></p>	<p>Model and introduce talking partners</p> <p>Model new vocabulary through play e.g. I'm using the rolling pin to stretch the playdough</p> <p>Through books/topics - develop /use new vocabulary throughout the day. Display new vocabulary as a point of reference.</p> <p>Adults to use the ShREC approach to extend children's speech</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Adults to use the ShREC approach to extend children's speech</p>	<p>Use newly learnt vocabulary</p> <p>Describe events in some detail.</p> <p>Adults to use the ShREC approach to extend children's speech</p>	

PSED- Personal, social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their **cognitive development**. Underpinning their personal development are the important attachments that shape their social world. **Strong, warm and supportive** relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be **supported to manage emotions**, develop a **positive sense of self**, set themselves simple goals, have **confidence** in their own abilities, to **persist** and wait for what they want and direct 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.

The Reception Year provides the foundation skills that children will build upon in Year one.

- The National Curriculum (2014) states that...**
- Children will learn about the importance of health and what keeps us healthy both mentally and physically including diet, exercise and nutrition.
 - Relationships will be explored children will be introduced to the knowledge, skills and understanding needed to form healthy and safe relationships.
 - Children will explore and understand families, friendships and people who care for them and about what makes caring and respectful relationships including relationships online. They will explore and learn safe behaviours and understand what to do if they feel unsafe.
 - Children will focus on understanding and recognising emotions, building self-esteem, building respect for themselves and others and understanding what makes a healthy relationship of any kind.
 - Children will begin to explore the idea of equalities through developing a sense of self identity and exploring the impact and value that everyone brings.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Managing behaviour/ Class rules and routines	Adults to support children with settling and key routines of the day. Adults to spend time modelling classroom expectations. Supporting children with turn taking. Provide personalised strategies to return to a state of calm		Show resilience and perseverance in the face of challenge. Adults to encourage children to keep trying – link to COL/school values Discussing other people's feelings – why do we take turns? Why is listening important?		Sports day – taking part/ winning and losing Transition – refer to separate plan	
Development of expressing feelings (self -regulation)	Read a selection of books focussing on feeling and emotions- particularly relating to starting school and friendships/sharing – colour monster, the selfish crocodile, starting school Model and expand on vocabulary related to feelings – emotions, happy, sad, worried, angry		Adults to give children time to present any achievements they have made and from home (home learning projects) Strategies to help with turn taking – e.g use of sand timer Model and expand on vocabulary related to feelings – emotions, happy, sad, worried, angry, upset, problem, solution, proud, pride		Focus on sharing and turn taking and look after one another. Discuss what an apology is and model this. Model and expand on vocabulary related to feelings – emotions, happy, sad, worried, angry, upset, problem, solution, proud, pride, frustrated, accident Transition – refer to separate plan	
Development of exploring the environment to become independent learners	Support children who are reluctant to try activities e.g. climbing frame Spend time supporting children explore all areas of learning		Learning about qualities and differences Celebrating differences – what are you good at. Encourage them to think about their own feelings		Explore perseverance and resilience and challenges in more detail – linked to stories	
Development of healthy eating and hygiene	Model key routines- flushing the toilet, washing hands etc. Sing and learn songs related to brushing teeth.	Why do we wash our hands? Why do we need to brush our teeth twice a day? Through stories discuss why it is important to eat healthily - Gigantic turnip, Little Red Riding hood	Through stories discuss why it is important to eat healthy, how can we look after and take care of our teeth?		Discuss why are body needs vitamins and minerals – Oliver's vegetables. Explore and eat a range of vegetables Understand and discuss why it is important to wash our hands/brush our teeth/eat healthily.	

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 through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors , adults can support children to develop their 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 feedback and support from adults, allow children to develop proficiency, control and confidence.						
The Reception Year provides the foundation skills that children will build upon in Year one.	The National Curriculum (2014) states that... Children should master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Children should participate in team games, developing simple tactics for attacking and defending. Children should perform dances using simple movement patterns.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fine motor Development of the use scissors	Support children with holding scissors correctly Use scissors to cut along a line		Use scissors to cut along a line or curve Start to cut along a curved line, like a circle		Cut competently and confidently Using scissors more effectively	
Preparation for fluent writers	Provide activities to build hand strength - Threading, playdough, duplo, lego, peeling, whittling, hammer/nails, pipettes in water tray. Support staff to support children with using a knife and fork during lunch times. Model and practise pre handwriting shapes e.g. drawing straight lines, anti-clockwise circles, diagonal lines – explicitly teaching Forming letters correctly linked to phonics – introduce sayings linked to Little Wandle. Drawing opportunities – large scale, using a variety of sized paint brushes, tools etc		Opportunities for more intricate fine motor activities - Drilling holes in conkers, using knives for cutting, using hammer and smaller nails, opportunities to use smaller paint brushes, hole punches, using materials that show more resistance e.g. clay/playdough Handwriting to be explicitly taught separate to phonics/handwriting books to be sent home More opportunities for writing on paper During carpet led sessions and free flow more opportunities to draw - close observational drawings Support staff to support children who are struggling to use a knife and fork during lunch times. Provide activities in class that promote using a knife and fork		Hold pencil using a tripod grip forming letters correctly. Draw pictures with increasing detail Children will be able to independently use a knife and fork.	
Gross motor Development of Hand/eye coordination	Hand/eye coordination activities – skittle, throwing beanbags at a target, scoops and balls. Introduce aiming ball skills - throw to a partner/ skittles/ bean bags in buckets. Ball skills (large ball)- throwing/catching/kicking.		Provide opportunities for children to throw, catch, kick a range of different ball sizes. Kick at a target/ throwing to a partner		Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking To aim, throw, kick with accuracy – hot potato, throwing to partner	
Development of negotiating space safely/ opportunities to balance/climb	Introduce concept of personal space during carpet time. Stop/start/find a space games using directional language (forward/backward/left/right) Opportunities for children to partake in obstacles courses		To create own and move across an assault course independently being able to negotiate the space solo or with wheeled toys.		Obstacle activities children moving over, under, through and around equipment. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	

Movement games/activities	<p>Movement games in structured PE lessons and opportunities during free flow – running, jumping, hopping, skipping</p> <p>Encourage children to navigate climbing equipment in outside area – slide, climbing apparatus - balancing</p>	<p>Explore different ways of moving using the climbing equipment. Provide more challenge on outside apparatus. balancing whilst walking down a palnt</p>	<p>Explore climbing equipment during structured PE sessions</p> <p>Model games such as skipping with a rope, hop scotch.</p>	<p>Skipping ropes in the outside area, large skipping rope</p> <p>Jumping of an apparatus</p>
----------------------------------	--	--	--	---

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 the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

The Reception Year provides the foundation skills that children will build upon in Year one.

Year 1 – Reading (Word Reading) :
 -Apply phonic knowledge and skills as the route to decode words -Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letter(s) -Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words -Re-read these books to build up their fluency and confidence in word reading

Year 1 – Reading (Comprehension):
 -Develop pleasure in reading, motivation to read, vocabulary and understanding by: -Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -Being encouraged to link what they read or hear read to their own experiences -Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases - Learning to appreciate rhymes and poems, and to recite some by heart -Discussing word meanings, linking new meanings to those already known -Understand both the books they can already read accurately and fluently and those they listen to by: -Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading -Discussing the significance of the title and events -Making inferences on the basis of what is being said and done -Predicting what might happen on the basis of what has been read so far - Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them.

Year 1 – Writing (Transcript):
 Pupils should be taught to spell: -Words containing each of the 40+ phonemes already taught -Common exception words -The days of the week, Naming the letters of the alphabet in order -Using letter names to distinguish between alternative spellings of the same sound -Add prefixes and suffixes: -Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs -Using the prefix un- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words -Apply simple spelling rules and guidance, as listed in English Appendix 1 -Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Year 1 – Writing (Composition):
 Write sentences by: Saying out loud what they are going to write about -Composing a sentence orally before writing it -Sequencing sentences to form short narratives -Re-reading what they have written to check that it makes sense -Discuss what they have written with the teacher or other pupils -Read aloud their writing clearly enough to be heard by their peers and the teacher.

Year 1 – Writing (Handwriting):
 Sit correctly at a table, holding a pencil comfortably and correctly -Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9 -Understand which letters belong to which handwriting 'families' and to practise these

Year 1 – Writing (vocabulary, grammar and punctuation)
 Develop their understanding of the concepts set out in English Appendix 2 by: -Leaving spaces between words -Joining words and joining clauses using and - Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark -Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' -Learning the grammar for year 1 in English Appendix 2 -Use the grammatical terminology in English Appendix 2 in discussing their writing.
 Genres covered in Y1: Instructional- e.g. Recipes, Instruction writing Narrative- e.g. Stories, Fairy tales Informative – e.g. Fact Files, Recounts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Comprehension - Developing a passion for reading	Singing rhymes, reciting poems and stories with repeated refrains Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to	Retell stories related to events through acting/role play. Use of imagination station to act out own stories. Retelling stories using images /props. Draw	Encourage children to record stories through picture drawing/mark making (story mapping) Provide books we have read in class in the book and let children take them home too.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Use vocabulary and forms of speech that are increasingly influenced	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.

	<p>right and from top to bottom - the names of the different parts of a book.</p> <p>Sequence familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.</p> <p>Send home phonic book and story book</p> <p>Author focus – rotate every term</p>	<p>large scale story maps. Introduce a variety of Non-Fiction texts.</p> <p>Focus - Retelling of stories. Sequence story – use vocabulary of beginning, middle and end.</p> <p>Introduce parent reading mornings</p>	<p>Library visit</p> <p>Author focus – rotate every term</p> <p>Introduce key vocabulary associated with books - front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>	<p>by their experiences of books.</p> <p>Develop their own narratives and explanations by connecting ideas or events</p>	<p>Begin to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. –</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</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>Trip to the library/ Author focus – rotate every term</p>	<p>Make predictions</p> <p>Use of story props to reenact stories, encouraging use of key vocabulary.</p> <p>Build a repertoire of poems by the end of the year (poetry basket)</p>
<p>Development of word reading</p> <p>Phonics (Little Wandle)</p>	<p>Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme.</p> <p>Introduce phase 2 sounds. Focus on orally blending Introduce tricky words</p>	<p>Phase 2 Know all phase 2 sounds. Consolidate skills - Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know phase 2 tricky words.</p>	<p>Phase 3 Introduce phase 3 sounds</p> <p>Write words/sentences containing graphemes and digraphs when they hear them, using a sound mat</p>	<p>Phase 3 Know all phase 3 sounds Consolidate phase 2 and 3 skills.</p> <p>Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple caption using phonic knowledge. Read phase 3 tricky words</p>	<p>Phase 4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read phase 4 tricky words.</p> <p>Write more graphemes from memory and write a simple sentence using phonic knowledge.</p> <p>Read and write phase 3 tricky words</p>	<p>Phase 4 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants – sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read phase 4 tricky words.</p> <p>Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling.</p> <p>Write longer sentences using phonic knowledge, write digraphs and trigraphs.</p>
<p>Literacy Writing</p>	<p>Emergent writing: Develop listening and speaking skills.. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or</p>	<p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a</p>	<p>Emergent writing: Use appropriate letters for initial sounds. Hear and write sounds in a cvc word independently. Composition: Orally compose a sentence and hold it in memory</p>	<p>Emergent writing: Build words using letter sounds in writing. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Composition: Orally compose a sentence and hold it in memory</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence including</p>	<p>Emergent writing: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop Composition: Write a simple narrative in short sentences with known letter-sound</p>

	<p>try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Handwriting shapes - Draws lines and circles.</p>	<p>sound/symbol relationship. Use some recognisable letters.. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>before attempting to write it.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Form recognisable letters – linked to handwriting practice/phonics.</p>	<p>before attempting to write it and use simple conjunctions.</p> <p>Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders. Discuss capital letters</p>	<p>finger spaces and a capital letter /full stop.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Model forming capital letters.</p>	<p>correspondences using a capital letter and full stop.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
--	---	--	---	--	--	---

Mathematics

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**, 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, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

The Reception Year provides the foundation skills that children will build upon in Year one.

Number and place value (within 20): use the language of: equal to, more than, less than (fewer), most, least Identify and represent numbers using objects and pictorial representations including the number line Addition and subtraction (within 20)(addition and subtraction Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) sign
Read and write numbers from 1 to 20 in numerals and words
Number and place value (within 100): Begin to recognise the place value of each digit in a two-digit number (tens, ones)
Fractions: Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Multiplication and Division: count in multiples of twos, fives and tens solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations
Comparing & Estimating: compare, describe and solve practical problems for: lengths and heights , mass/weight, time
Number Bonds: Represent and use number bonds and related subtraction facts within 20 Shape: Recognise and name common 2-D and 3-D shapes,
Positional Language: Describe position, direction and movement, including half, quarter and three quarter turns
Money: Recognise and know the value of different denominations of coins and notes
Time: Tell the time to the hour and half past the hour Recognise and use language relating to dates, including days of the week, weeks, months and years

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics <ul style="list-style-type: none"> • Mastering number • White Rose 	<ul style="list-style-type: none"> • Matching and sorting – compare amounts • Representing 1,2,3 • Comparing 1,2,3 • Composition of 1,2,3 	<ul style="list-style-type: none"> • Representing numbers to 5 • One more/one less 	<ul style="list-style-type: none"> • Introducing 0 • Comparing numbers to 5 • Composition of 4 and 5 • 6,7,8 • Comparing two amounts • Making pairs 	<ul style="list-style-type: none"> • Counting to 9 and 10 • comparing numbers to 10 • number bonds to 10 	<ul style="list-style-type: none"> • Building numbers beyond 10 • Counting patterns beyond 10 • Adding more • Taking away 	<ul style="list-style-type: none"> • Doubling • Sharing and grouping • Even and odd • Deepening understanding • Patterns and relationships

Understanding the World

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 such as police officers, nurses and firefighters. In addition, listening to a **broad selection of stories, non-fiction, rhymes and poems** will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. **Enriching and widening children's vocabulary** will support later reading comprehension.

The Reception Year provides the foundation skills that children will build upon in Year one.

The Science National Curriculum

Working Scientifically: Asking simple questions and recognising that they can be answered in different ways, observing closely, using simple equipment, performing simple tests, identifying and classifying, using their observations and ideas to suggest answers to questions, gathering and recording data to help in answering questions. **Plants:** identify and name a variety of common wild and garden plants, including deciduous and evergreen trees, identify and describe the basic structure of a variety of common flowering plants, including trees. **Animals including humans:** identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals, identify and name a variety of common animals that are carnivores, herbivores and omnivores, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets), identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. **Everyday materials:** distinguish between an object and the material from which it is made, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock, describe the simple physical properties of a variety of everyday materials, compare and group together a variety of everyday materials on the basis of their simple physical properties. **Seasonal Changes:** observe changes across the 4 seasons, observe and describe weather associated with the seasons and how day length varies.

The Geography National Curriculum **Location**

Knowledge: name and locate the world's 7 continents and 5 oceans, name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. **Place Knowledge:** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country, Human and Physical Geography, identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles, use basic geographical vocabulary. **Geographical Skills and Fieldwork:** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and **locational and directional language** to describe the location of features and routes on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

The History National Curriculum

Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, events beyond living memory that are significant nationally or globally e.g. *the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries*, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods e.g. *Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell and Edith Cavell*. Significant historical events, people and places in their own locality.

The RE Curriculum

Children will explore their own beliefs, values and traditions and those of others, in meaningful and engaging ways. Children will also study how religions relate to each other, recognising both similarities and differences within and between religions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
People, culture and communities	Talk about their immediate family – where they live, who do they live with? Discuss same and differences Where do we live?	Learn about the festival Diwali/Christmas. Firework night – what do you celebrate? How do you celebrate?	Learn about the festival Lunar New Year and explore/compare how it is similar/different to the festivals we celebrate.	People who are important in our community – link to superheroes and real life super heroes Clean up – Look at a map and find Jamaica – discuss how it is similar/different to where we live.	Through stories and experiences learn about Eid	

Development of Mapping skills	Positional language games and use of bee bots Introduce – whole class simple story mapping – Gigantic turnip	Home learning – to draw a familiar route – can you draw 4 things you see on your way to school? Simple story mapping linked to the Ginger bread man	Map focus linked to Little red riding hood and Pirates. Using a map of our playground – can they find the treasure? Introduce google map	Explore and draw the map – linked to the story 'What the ladybird heard' Children going on a local walk around the local area to identify landmarks and create a map	Make a messy maps/mazes/ barrier games to support with positional language Explore 'birds eye view' and how the same object can look different.
Development of scientific skills and knowledge (The natural world)	Learn about the seasons and know it is autumn – go on a local walk to collect leaves – explore seasonal changes – leaf man	Through a range of non fiction books explore nocturnal animals – where they live, what they eat etc.	Explore and name a variety of everyday materials. Through books learn about recycling and the importance of it. Through texts – Why is it important to protect our environment? How can we protect our environment? Continue to develop knowledge of seasons, introduce Spring. Go on a Spring walk – can we spot any signs of Spring? Growing – plant seeds in the garden and monitor/record them grow.	Continue with growing – Look at the life cycle of a tadpole/caterpillar - Tadpole's promise/Cora the caterpillar/ non fiction texts	Linked to the story Oliver's vegetables – plant and grow own vegetables in the garden.
Development of chronology - Past and Present	Children will explore chronology throughout the year – building up experiences and knowledge of the past and present and using this as reference to reflect on				
Through books and discussions children will have opportunities to talk about members of their family. Provide opportunities to discuss past events such as celebrations – birthdays, Diwali, Fireworks, remembrance day Christmas. Adults to model key language such as; last week, yesterday, a long time ago, last year.	Visual timetable to support key language. Through stories discuss how things have changed over time e.g. linked to the naughty bus – look at buses from the past and compare them to now. Real life super heroes - Look at pictures of the very first fire engine and how they have changed. Provide and support children to order experience and stories – making noodles, linked to Lunar new year – first, then, next, finally etc.	Learning about life cycles of animals, learning about how we grow and change as people. Explore space. Compare and contrast space rockets from the past and discuss present technology. Transition – discuss how we have changed over time. What could you do as a baby what can you do now? Encourage parents to bring in pictures of when they were a baby – how has your mummy /daddy changed?			

<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>The Reception Year provides the foundation skills that children will build upon in Year one.</p>	<p>Art</p> <ul style="list-style-type: none"> •To use a range of materials creatively to design and make products. •To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. •To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. •Learn about the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work. 		<p>Design and Technology</p> <ul style="list-style-type: none"> •Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment. <p>Design •Design purposeful, functional, appealing products for themselves and other users based on design criteria. •Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Make •Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) •Select from and use a wide variety of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Evaluate •Explore and evaluate a range of existing products. •Evaluate their ideas and products against design criteria. •Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <ul style="list-style-type: none"> •Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. 		<p>Music</p> <ul style="list-style-type: none"> •Use their voices expressively and creatively by singing songs and speaking chants and rhymes. •Play tuned and untuned instruments musically. •Listen with concentration and understanding to a range of high-quality live and recorded music. •Experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>Development of use of colour/paint</p>	<p>Know the names of many colours and uses them in their work.</p> <p>Explore paint/watercolours and use them when creating.</p>	<p>Explore a range of colours and how colours can be changed. E.g colour mixing</p>	<p>Purposely choose a colour when creating.</p> <p>Mix paint to make the desired colour.</p>	<p>Paint with increased level of detail and attention to colour (smaller brushes/colour mixing)</p> <p>Continue to explore how to change colours through colour mixing and how white and black can change a colour.</p>	
<p>Development of imagination and role play</p>	<p>Encourage storylines in pretend play. Spend time supporting children - home corner, hair dressers, fire fighters etc</p> <p>Props to re-enact being a policeman, firefighter.</p>		<p>Develop role play with increased complexity, using literacy links to engage children i.e. Where the Wild Things/face masks</p>		<p>Adults to continue to find explicit opportunities to develop children's independent roleplay/story telling</p>
<p>Development of rhymes and performing poetry</p>	<p>Join in with familiar songs/rhymes. Introduce and perform poetry from poetry basket.</p>		<p>Continue performing poetry from poetry basket, increased complexity.</p>		<p>Perform poems from poetry basket.</p>
<p>Development of construction</p>	<p>Provide opportunities for children to explore construction and</p>	<p>Adults to model creative process i.e. select appropriate</p>	<p>Provide more opportunities for children to share and explain the creative</p>	<p>Children to create purposefully and explain their process.</p>	<p>Use certain materials for their own ideas.</p> <p>Use a range of tools and materials to join, assemble and build models and 3D work</p>

	<p>creative areas to create with purpose</p> <p>Model how the loose part areas can be used</p>	<p>material/tools with reasons.</p>	<p>process i.e home learning</p>	
Development of the use of materials	<p>Explore materials available, creating freely.</p>	<p>Model how to use junk modelling materials to build and construct.</p> <p>Model and explore how to join materials together (use of glue, cello tape, masking tape)</p>	<p>3D model making – naughty bus/mode of transport to get to the 'wild thing' island.</p> <p>Select the tools and techniques they need to assemble materials e.g making a mask, designing an eye patch, flag, designing a 'Wild Thing'.</p> <p>Provide home learning to enable explicit opportunities for children to share artistic creations.</p>	<p>Provide children with a range of materials for children to construct with.</p>
Development of music	<p>Sing simple well known songs and rhymes.</p> <p>Introduce/explore a range of musical instruments – guess my instruments/stop and start games.</p> <p>Music assemblies</p>	<p>Learn and perform songs (Christmas open morning)</p> <p>Listen to music and make their own dances in response. (link to fireworks)</p> <p>Handle musical instruments correctly</p> <p>Perform simple poem's</p>	<p>Play instruments in time and create repeating patterns.</p> <p>Describe instrument sounds.</p> <p>Experiment with changing voice with different tempo and pitch.</p> <p>Perform poems and stories</p>	<p>Sing/perform songs, rhymes poems and stories.</p> <p>Compose own music through voice and use of musical instruments.</p>