

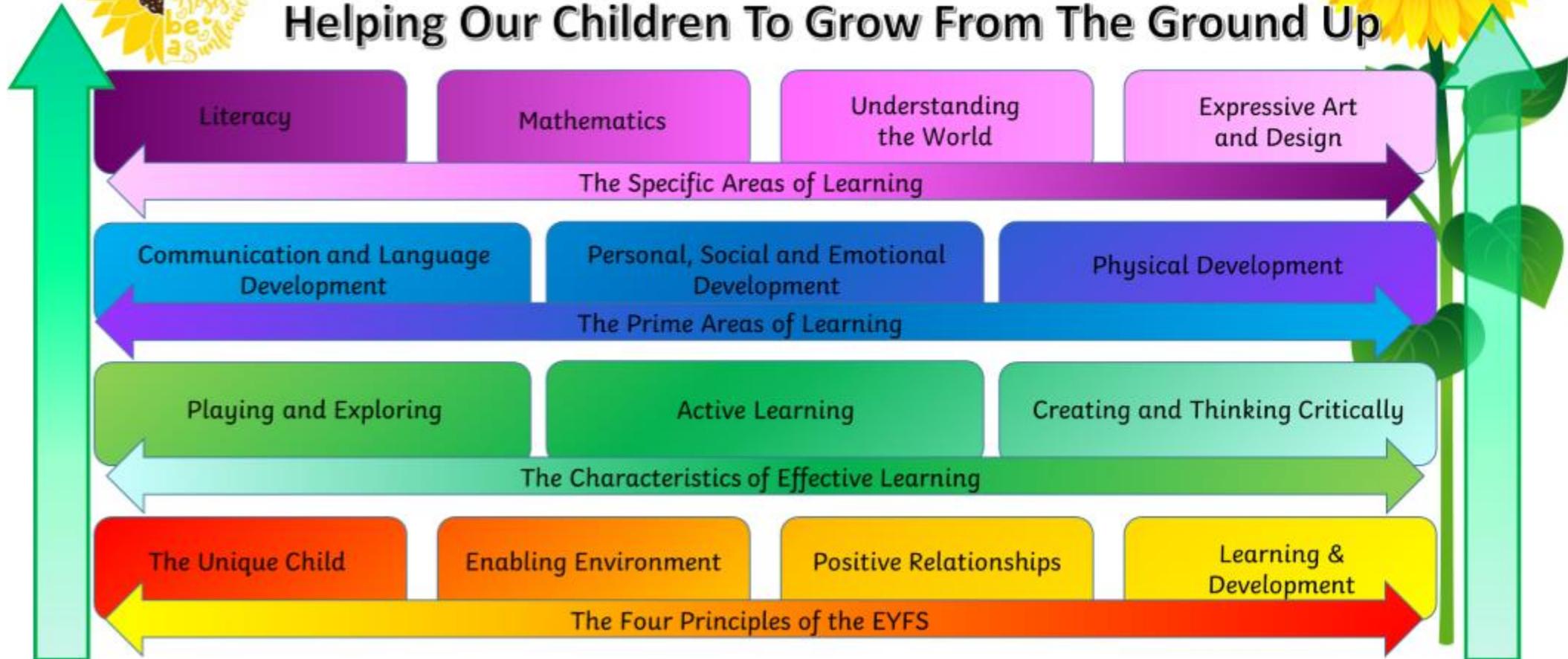
Reception & Year 1 - Long Term Plan 2022-23

Cycle 2

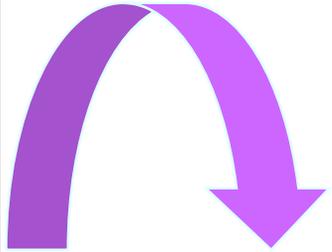


The Early Years Foundation Stage

Helping Our Children To Grow From The Ground Up



Reception and Year 1 Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	I am a Superhero	Festival of lights	Why do Zebras have stripes?	Roots, Shoots & Muddy Boots	Tall Tales and Brilliant Books	Our Amazing World
  Over Arching Principles	Characteristics of Effective Learning					
	<p>Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum and beyond.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others.</p>						
<p><i>PLAY: At Harby C of E Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that Class 1 has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’</i></p> <p>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>						

The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.

Reception and Year 1 Long Term Plan 22-23

	 Autumn 1	 Autumn 2	 Spring 1	 Spring 2	 Summer 1	 Summer 2
Theme Title	I am a Superhero	Festival of lights	Why do Zebras have stripes?	Roots, Shoots & Muddy Boots	Tall Tales and Brilliant Books	Our Amazing World
Possible Lines of enquiry NB: These may be adapted at various points to allow for children's interests to flow through the provision	<ul style="list-style-type: none"> Keeping a Superhero healthy Super-senses Superhero powers (Character strengths) Real life superheroes How Superheroes make and keep friends From baby to hero – how a superhero grows 	<ul style="list-style-type: none"> Halloween - Pumpkin weighing, carving, fizzing cauldrons Bonfire Night – Onomatopoeia, Guy Fawkes and the gunpowder plot, collaborative art Diwali, divas, mehndi, Rangoli Light, dark ,shadow, reflection / reflective Day length Christmas, Christmas around the world 	<ul style="list-style-type: none"> How can a chameleon's eyes point in different directions? Why do giraffes have long necks? How many hearts does an octopus have? Why do kangaroos have a pouch? Why do skunks smell? Why is a flamingo pink 	<ul style="list-style-type: none"> Our local area (Belvoir castle, Harby, Melton, transport) Plants and flowers including vegetables Trees Mini-beasts Lifecycles David Attenborough (significant and local figure of historical significance) Maps, aerial photographs 	<ul style="list-style-type: none"> Traditional tales Tales from around the world Our favourite books Twisted tales (traditional tales with a twist) Creating our own twisted tales 	<ul style="list-style-type: none"> The world and its continents The world's oceans Using and making maps Homes/ Transport / food in other countries Amazing landmarks around the world Pyramids Eiffel Tower Great Wall of China Statue of Liberty Amazing explorers
Examples of books we can share and explore	<ul style="list-style-type: none"> Supertato books Traction man Even Superheroes cry 10 little superheroes A Superhero like you Knock knock superhero There's a superhero in this book Non fiction 'People Who Help Us' books 	<ul style="list-style-type: none"> Little Glow The Best Diwali Ever We're going on a pumpkin hunt What's in the Witches Kitchen? The Fourth King The Nativity The Night Box 	<ul style="list-style-type: none"> You're called what? How many legs The great pet sale Poo in the zoo Octopus soctopus Octopants Octopus Shocktopus If I had an octopus  Conker the chameleon Giraffes can't dance 	<ul style="list-style-type: none"> Superworm What the Ladybird Heard What did the tree see? The Marvellous Moon Map Little people big dreams David Attenborough 	<ul style="list-style-type: none"> Jack and the beanstalk The princess and the giant The three little pigs Three little pigs and the big bad book Little Red Ridinghood Little Red Readinghood Three Billy Goats Gruff Troll 	<ul style="list-style-type: none"> Little people big dreams different explorers Handa's surprise Coming to England Somebody swallowed Stanley Here We are
'Wow' moments / Enrichment Weeks	<ul style="list-style-type: none"> Autumn Trail Remembrance Day Harvest Time Talk like a pirate day Birthdays Favourite Songs Road Dahl Day What real life superhero do I want to be when I grow up? Video for parents. Green Screen videos? 	<ul style="list-style-type: none"> Halloween, Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali – visit Leicester? Hanukah Black History Month Remembrance day Road Safety World Space Week Children in Need Anti- Bullying Week (odd socks) 	<ul style="list-style-type: none"> Chinese New Year Lent Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Animal Art week 	<ul style="list-style-type: none"> Walk to the park / Picnic Planting seeds, Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Mother's Day Queen's Birthday Science Week Easter Egg Hunt Let's go on Safari - An animal a day! Visit to the Zoo? 	<ul style="list-style-type: none"> Start of Ramadan Eid, D-Day Under the Sea – singing songs and sea shanties Fossil hunting 	<ul style="list-style-type: none"> Food tasting – different cultures Map work - Find the Treasure Father's Day Healthy Eating Week World Environment Day Ice Cream van – last day treat for all children?



Reception and Year 1 Long Term Plan 22-23



Autumn 1



Autumn 2



Spring 1



Spring 2



Summer 1



Summer 2

Theme Title	I am a Superhero	Festival of lights	Why do Zebras have stripes?	Roots, Shoots & Muddy Boots	Tall Tales and Brilliant Books	Our Amazing World
<p>Communication and Language Links with all areas of the National Curriculum</p>	<p>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.</p>					
<p>Whole EYFS/Year 1 Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, PSHE times, stories, singing, class performances and assemblies</p> <p>We will also have a daily book vote and story time</p>	<p>Welcome to Class 1 Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? I am a Superhero! Rhyming and alliteration, Familiar Print, Sharing facts about me! Emotions and moods, Shared stories, All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask's how and why questions... Discovering Passions Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Settling in activities Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Retell a story with story language Story invention – talk it! (Helicopter Stories?)</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>
<p>New vocab videos</p>	<ul style="list-style-type: none"> Gibberish Scrumptious Panache 	<ul style="list-style-type: none"> Hullaballoo Exhilarating Spectacular Grand 	<ul style="list-style-type: none"> Expedition Stylish Ferocious Gigantic 	<ul style="list-style-type: none"> Bedraggled Squander 	<ul style="list-style-type: none"> Colossal Regale 	<ul style="list-style-type: none"> Exotic International

We understand that children will make progress at different times. There is no right time... they will progress when they are ready.



Reception and Year 1 Long Term Plan 22-23



Autumn 1

I am a Superhero

Autumn 2

Festival of lights



Spring 1

Why do Zebras have stripes?



Spring 2

Roots, Shoots & Muddy Boots



Summer 1

Tall Tales and Brilliant Books



Summer 2

Our Amazing World

Theme Title

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**.

National Curriculum

2.1 Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

- **Managing Self**
- **Self - Regulation**
- **Building Relationships**

- New Beginnings
- See themselves as a valuable individual.
- Being me in my world
- Class Rule Rules and Routines
- Supporting children to build relationships
- Dreams and Goals
- Being and keeping healthy, making healthy choices, oral hygiene

- Getting on and falling out.
- How to deal with anger Emotions
- Self - Confidence
- Build constructive and respectful relationships.
- Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.

- Good to be me Feelings
- Learning about qualities and differences
- Celebrating differences
- Identify and moderate their own feelings socially and emotionally.
- Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios

- Relationships
- What makes a good friend?
- Healthy me
- Random acts of Kindness
- Looking after pets
- Looking After our Planet
- Give children strategies for staying calm in the face of frustration.
- Talk them through why we take turns, wait politely, tidy up after ourselves and so on

- Looking after others
- Friendships
- Dreams and Goals
- Show resilience and perseverance in the face of challenge.
- Discuss why we take turns, wait politely, tidy up after ourselves and so on.

- Taking part in sports day - Winning and loosing
- Changing me
- Look how far I've come!
- Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.

Links to:

- Christian values
- Character strengths
- PSHCE
- Self - Regulation
- Behaviours for Learning

Myself and my relationships 1 & 4

Myself and my relationships 2, 6&7

Citizenship 1 & 4

Healthy and Safer Lifestyles 1, 6&8

Citizenship 2, Healthy and Safer Lifestyles9

Healthy and Safer Lifestyles 2 Myself and my relationships8

Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. Give **focused attention to what the teacher says**, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

- **Controlling own feelings and behaviours**
- **Applying personalised strategies to return to a state of calm**
- **Being able to curb impulsive behaviours**
- **Being able to concentrate on a task**
- **Being able to ignore distractions**
- **Behaving in ways that are pro-social**
- **Planning**
- **Thinking before acting**
- **Delaying gratification**
- **Persisting in the face of difficulty.**

"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done."
Education Endowment Foundation.

We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.

Reception and Year 1 Long Term Plan 22-23



Autumn 1

Autumn 2

Spring 1

Spring 2



Summer 1



Summer 2

Theme Title

I am a Superhero

Festival of lights

Why do Zebras have stripes?

Roots, Shoots & Muddy Boots

Tall Tales and Brilliant Books

Our Amazing World

Physical development

Fine motor

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

Daily opportunities for Fine Motor Activities

Gross motor

Including regular Cosmic Yoga session

PE sessions

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**.

Threading, cutting, weaving, playdough, Fine Motor activities.
Manipulate objects with good fine motor skills
Draw lines and circles using gross motor movements
Hold pencil/paint brush beyond whole hand grasp
Pencil Grip

Threading, cutting, weaving, playdough, Fine Motor activities.
Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand
Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.

Threading, cutting, weaving, playdough, Fine Motor activities.
Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control
Encourage children to draw freely.
Holding Small Items /
Button Clothing /
Cutting with Scissors

Threading, cutting, weaving, playdough, Fine Motor activities.
Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed
More Ideas here:
<https://www.pinterest.co.uk/bex287/eyf-s-finger-gym-hand-strength/>

Threading, cutting, weaving, playdough, Fine Motor activities.
Develop pencil grip and letter formation continually
Use one hand consistently for fine motor tasks
Cut along a straight line with scissors /
Start to cut along a curved line, like a circle / Draw a cross

Threading, cutting, weaving, playdough, Fine Motor activities.
Form letters correctly
Copy a square
Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture
Start to draw pictures that are recognisable /
Build things with smaller linking blocks, such as Duplo or Lego

From Development Matters 20':

Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing
Progress towards a more fluent style of moving, with developing control and grace.

Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.

Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.

Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

Cooperation games i.e. parachute games.
Climbing – outdoor equipment
Different ways of moving to be explored with children
Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.

Ball skills- throwing and catching.
Crates play- climbing. Skipping ropes in outside area
dance related activities
Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options

Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking
Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.
Dance / moving to music
Gymnastics ./ Balance

Balance- children moving with confidence
dance related activities
Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.
Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.

Obstacle activities
children moving over, under, through and around equipment
Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.
Dance / moving to music

Races / team games involving gross motor movements
dance related activities
Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.
Gymnastics / Balance

Fundamentals / Balance Bikes

Fundamentals

Gymnastics

Dance

Games and Team Building

Ball skills

All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.

Reception and Year 1 Long Term Plan 22-23



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	I am a Superhero	Festival of lights	Why do Zebras have stripes?	Roots, Shoots & Muddy Boots	Tall Tales and Brilliant Books	Our Amazing World
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)					
Comprehension - Developing a passion for reading	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme.</p> <p>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Story Maps.</p> <p>Retelling of stories. Editing of story maps and orally retelling new stories.</p> <p>Non-Fiction Focus Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p>	<p>Making up stories. Encourage children to record stories through picture drawing/mark making / adults scribing. Opportunities to perform their stories (Helicopter Stories)</p> <p>Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> <p>Role play area – book characters Pajamarama Day</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>
Word Reading	<p>Phonic Sounds:</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds:</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right.</p> <p>Show children how to touch each finger as they say each sound.</p> <p>Demonstrate Robot/train arms for blending sounds together</p>	<p>Phonic Sounds:</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds:</p> <p>Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p>Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds: :</p> <p>Reading: Non-fiction texts, internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Phonic Sounds:</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1&2 staff</p>

We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development



Reception and Year 1 Long Term Plan 21-22



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2



Theme Title

I am a Superhero

Festival of lights

Why do Zebras have stripes?

Roots, Shoots & Muddy Boots

Tall Tales and Brilliant Books

Our Amazing World

Gross Motor and Core strength focus

Squiggle Whilst you Wiggle, Sweeping with large brushes, large wooden construction blocks outside, vertical surface mark making, balance bikes and scooters

Fine Motor Focus

Dough Disco, Finger Gym (including activities such as; threading, pegboards, use of tweezers, spinning tops,) Message Centre, colouring, tracing, handwriting practice

Writing Opportunities

- Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.
- Home Corner Role Play: Shopping lists
- Superhero Role Play: Evil Genius devious plans, Superhero/ Police officer tickets
- Writing initial sounds and simple captions.
- Use initial sounds to label characters / images.
- Silly soup.
- Names Labels.
- Messages – Create a Message centre!

- Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area,
- Sequence the story
- Writing CVC rhyming words
- Message Centre
- Office Role Play
- Diwali Cards
- Halloween Potions Shopping lists
- Christmas Cards and envelopes in message centre role play

- Writing some of the tricky words such as I, me, my, like, to, the.
- Writing CVC words,
- Labels using CVC, CVCC, CCVC words.
- Guided writing based around developing short sentences in a meaningful context.
- Create a story board.
- Animal drawing/writing frames
- Animal labelling
- Writing for a purpose in role play using phonetically plausible attempts at words,
- Vet Role Play appointment cards and prescriptions

- Order the Easter story.
- Labels and captions – life cycles
- Write more than 1 sentence
- writing captions and labels, writing simple sentences
- Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.
- Garden centre Role play, shopping lists, signs and labels
- Mini-beast hunt habitats records

- Creating own story maps. Writing short sentences to accompany story maps.
- Writing captions and labels, writing simple sentences
- Write more than 1 sentence
- Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces, forming lower-case and capital letters more consistently.

- Writing sentences using a range of tricky words that are spelt correctly.
- Beginning to use full stops, capital letters and finger spaces.
- Creating own story maps. Writing short sentences to accompany story maps.
- Writing captions and labels, writing simple sentences
- Write more than 1 sentence
- Writing for a purpose in role play using phonetically plausible attempts at words
- Labelling; maps, animals, landmarks

Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.

We will encourage children's independence and decision-making, supporting them to learn through their mistakes.

Year 1 English Long Term Plan 22-23

	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
Theme Title	I am a Superhero	Festival of lights	Why do Zebras have stripes?	Roots, Shoots & Muddy Boots	Tall Tales and Brilliant Books	Our Amazing World
Phonics	<ul style="list-style-type: none"> Phase 5 Consolidate phase 3 Read Common Exception Words 		<ul style="list-style-type: none"> Recap Phase 5 Consolidate phase 3 Read and Write Common Exception Words 		<ul style="list-style-type: none"> Consolidate Phase 5 Consolidate phase 3 Read and Write Common Exception Words 	
Handwriting focus	<ul style="list-style-type: none"> Forming letters correctly, starting and ending in the correct place Capital letters 		<ul style="list-style-type: none"> Letter placement on the line Capital letters 		<ul style="list-style-type: none"> Consistent shape and size Capital letters 	
SPAG	<ul style="list-style-type: none"> Capital and Lowercase Letters Verbs Suffixes -ing Finger Spaces Writing Sentences 	<ul style="list-style-type: none"> Personal Pronouns I Noun Suffixes -s Prefixes un- Capital Letters and Full Stops Writing Sentences 	<ul style="list-style-type: none"> Singular Nouns Past and Present Verbs Suffixes -ed Capital Letters for the Days of the Week Writing Sentences 	<ul style="list-style-type: none"> Plural Nouns Noun Suffixes -es Compound Words Question Marks Sequencing Sentences 	<ul style="list-style-type: none"> Punctuating Sentences Nouns Suffixes -es Exclamation Marks Capital Letters for Names of People and Places Writing Question Sentences 	<ul style="list-style-type: none"> Joining Words and Clauses Using 'and' Suffixes -er Punctuating Sentences Writing Stories Writing Exclamation Sentences
Writing	<ul style="list-style-type: none"> Story mapping a familiar story Story Structure Sequencing a familiar story Labelling (Human Body) 	<ul style="list-style-type: none"> Instructions (Halloween potion) Story sequencing (Nativity) Labelling (Christingle) 	<ul style="list-style-type: none"> Poetry: Write our own animal poems Recount (Christmas holidays) Labelling (animals) Story planning 	<ul style="list-style-type: none"> Poems: write our own poem about mud Instructions (Vegetable soup or fruit kababs) Labelling (Plants) Story planning and writing 	<ul style="list-style-type: none"> Write simple narratives Add a twist to a familiar narrative Recount (Easter holidays) 	<ul style="list-style-type: none"> Story planning and writing with additional description and twists Labelling (maps, landmarks)
Reading	<p>Engaging with Text & Reading for Pleasure: Reading Progression throughout the year: Become very familiar with key stories, Develop pleasure and motivation to read, listen to and discuss a wide range of poems, stories and non-fiction, learn to appreciate rhymes and poems and recites and increasing number by heart, Using vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Word Reading: Continue to develop sense of rhyme, Name all sounds of the alphabet, respond speedily with the correct sound to graphemes, apply phonics skills to decode words, Reads accurately by blending sounds in unfamiliar words, Read words of more than one syllable, Read words with -s, -es, -ing, -ed, -er and est endings, read common exception words (phase 2-5), read words with contractions, Read aloud accurately books that are consistent with their developing phonic knowledge</p> <p>Comprehension: Describe the main story setting, events and principal characters, Use text to retrieve information, Check that the text makes sense and correct inaccurate reading, participate in book discussion, Discuss the significance of the title and events, Begin to make links with what they have read, Explain clearly their understanding of what is read to them, Begin to recognise simple recurring literary language, Discuss word meanings, Understand both the books they read and those they listen to,</p> <p>Prediction and Inference: Predict what might happen next, Begin to make inference</p>					

The symptom of an educated person is good character, which includes empathy, gratitude, courage, integrity, self-discipline and respect.



Reception and Year 1 Long Term Plan 22-23



Autumn 1



Autumn 2



Spring 1



Spring 2



Summer 1



Summer 2

Math's

White Rose Math's with
Cbeebies NumberBlocks

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.

Reception

Baseline

Number: Match, sort, compare amounts
Representing, comparing and composing 1,2,3
Numerical pattern:
Subitising, Exploring Pattern
Shape Space and Measure:
Comparing size, mass and capacity, shape (Circles, Triangles) Positional Language

Number:

Representing, comparing and composing 1,2,3
Representing numbers to 5, One more one less
Numerical pattern:
Subitising
Shape Space and Measure:
Shape (Circles, Triangles, shapes with four sides)
Positional Language, Time

Number:

Introducing Zero,
Comparing Numbers to 5
Composition of 4 and 5
Representing, comparing and composing 6, 7, 8
Numerical Pattern:
Making Pairs
Odd and Even
Shape, Space and Measure: Comparing Mass and Capacity, Length, Height, Time,

Number:

Representing, comparing and composing 6, 7, 8, 9, 10, Comparing Numbers to 10
Numerical Pattern:
Making Pairs
Odd and Even
Bonds to 10
Shape, Space and Measure:
Length, Height, Time, 3D Shapes, Pattern

Number:

Build Numbers beyond 10, Counting Pattern
Beyond 10, Adding more and taking away
Numerical Pattern:
Shape, Space and Measure: Spatial Reasoning - Match, Rotate and Manipulate, Compose and decompose

Number:

Doubling, sharing and grouping, even and odd
Numerical Pattern:
Deepening Understanding, patterns and relationships
Shape Space and Measure: Spatial Reasoning – Visualise and Build, Mapping

Year 1

Number:

Place Value (within 10)
Number:
Addition and Subtraction (Within 10)

Number:

Addition and Subtraction (Within 10)
Geometry:
Shape

Number:

Number: Place Value (within 20)
Addition and Subtraction (Within 10)

Number:

Place Value (within 50)
Measurement:
Length and Height
Measurement:
Weight and Volume

Number:

Multiplication and Division
Number:
Fractions
Geometry:
Position and Direction

Number:

Place Value (within 100)
Measurement: Money
Measurement: Time



Reception and Year 1 Long Term Plan 22-23



Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Theme Title

I am a Superhero

Festival of lights

Why do Zebras have stripes?

Roots, Shoots & Muddy Boots

Tall Tales and Brilliant Books

Our Amazing World



- **Understanding the World Including;**
- **Science**
- **History**
- **Geography**
- **RE / Festivals**

Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.

They will begin to understand and value the differences of individuals and groups within their own community.

Children will have opportunity to develop their emerging moral and cultural awareness.

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.

- **Animals including humans**
- **Class learning Journey (understanding Chronology)**
- **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**
- **Seasons and Weather Patterns**
- **F4: Being special: Where do we belong?**
- **1.1: What do Christians believe God is like? (UC: God)**
- Rosh Hashanah,
- Yom Kippur
- Sukkot
- All Saints Day

- **Light/dark**
- **Seasonal Change**
- **Remembrance (Changes within living memory)**
- **Guy Fawkes and the Gunpowder plot (significant Historical Events)**
- **Class learning Journey (understanding Chronology)**
- **Seasons and Weather Patterns**
- **F2: Why is Christmas special for Christians? (UC: Incarnation)**
- **1.7. Who is Jewish and how do they live? (Part 2)**
- Diwali
- Hanukkah
- Christmas

- **Living things and habitats**
- **Animals, including humans**
- **Class learning Journey (understanding Chronology)**
- **name and locate the world's 7 continents and 5 oceans**
- **Seasons and Weather Patterns**
- **F1: Why is the word 'God' so important to Christians (UC: God)**
- **1.10: What does it mean to belong to a faith community?**
- Epiphany
- Ash Wednesday
- Shrove Tuesday
- St David's Day
- Shivaratri

- **David Attenborough (significant and local figure of historical significance)**
- **Class learning Journey (understanding Chronology)**
- **Plants**
- **Seasonal Changes**
- **My Local Area**
- **Seasons and Weather Patterns**
- **name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas**
- **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 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**
- **F3: Why is Easter special to Christians? (UC: Salvation)**
- **1.5: Why does Easter matter to Christians? (UC: Salvation)**
- Holi
- Palm Sunday
- Passover
- Easter
- Start of Ramadan

- **Seasonal Changes**
- **Class learning Journey (understanding Chronology)**
- **name and locate the world's 7 continents and 5 oceans**
- **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**
- **Seasons and Weather Patterns**
- **F6: What times/stories are special and why?**
- **1.6: Who is Muslim and how do they live? (Part 2)**
- Eid
- Shavuot

- **Historical explorers Christopher Columbus, Ernest Shackleton, Neil Armstrong, Amelia Earhart, Annie Londonderry, Felicity Aston) (significant people and significant events)**
- **Class Learning Journey (understanding Chronology)**
- **Materials**
- **name and locate the world's 7 continents and 5 oceans**
- **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**
- **Seasons and Weather Patterns**
- **F5: What places are special and why?**
- **1.9: How should we care for the world and for others and why does it matter?**
- Summer Solstice



Reception and Year 1 Long Term Plan 22-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme Title	I am a Superhero	Festival of lights	Why do Zebras have stripes?	Roots, Shoots & Muddy Boots	Tall Tales and Brilliant Books	Our Amazing World
Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Children to produce a piece of art work each half term to be displayed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<ul style="list-style-type: none"> Join in with songs, sing call-and-response songs, so that children can echo phrases of songs you sing. Recognise and name primary colours, Beginning to mix colours Join in with role play games and use resources available for props Build models using construction equipment. Self-portraits, Junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Superhero masks. 	<ul style="list-style-type: none"> Listen to music and make their own dances in response to music. Explore shadow / shadow puppets /silhouette art Firework pictures, Christmas decorations, Divas, Christmas songs/poems Role play party's and celebrations Role play of the nativity Rangoli patterns 	<ul style="list-style-type: none"> Animal prints Designing homes for hibernating animals. Collage owls Symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g. Creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Teach children different techniques for joining materials, 	<ul style="list-style-type: none"> Earth art / transient nature art Make different textures; make patterns using different colours Nature rubbings (bark, leaves etc.) Children will explore ways to protect the growing of plants by designing scarecrows. Patterns on Easter eggs, Mother's day crafts Easter crafts Garden centre role play Artwork themed around Eric Carle / the seasons – art Provide a wide range of props for play which encourage imagination. 	<ul style="list-style-type: none"> Use different textures and materials to make houses for the three little pigs and bridges for the three billy goats The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Design and make rockets. Design and make objects they may need in space, thinking about form and function. Learn a traditional African song and dance and perform it / encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Retelling familiar stories Provide children with a range of materials for children to construct with. 	<ul style="list-style-type: none"> Paper plate jellyfish Puppet shows: provide a wide range of props for play which encourage imagination. Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing – underwater pictures. Exploration of other countries – dressing up in different costumes. Father's day crafts





Reception and Year 1 Long Term Plan 22-23



Autumn 1



Autumn 2



Spring 1



Spring 2



Summer 1



Summer 2

Theme Title

I am a Superhero

Festival of lights

Why do Zebras have stripes?

Roots, Shoots & Muddy Boots

Tall Tales and Brilliant Books

Our Amazing World

National Curriculum

The children will benefit from opportunities to explore music, art, design and technology throughout the year in a range of ways. These specific modules and projects will provide all the children to explore these subjects in more detail.

Art & Design



Roy Lichtenstein
Andy Warhol
Pop Art
Colour and colour mixing
Exploring Clay (Diwali and Christmas)

Andy Goldsworthy Earth Art
Transient art
Clare Thompson books:
Rain Child & The Visitors

Mondrian
Kandinsky
Exploring shape and colour
Pointillism
Aboriginal art



Music

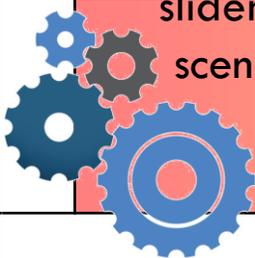
Pulse
Voice



Rhythm
Pitch

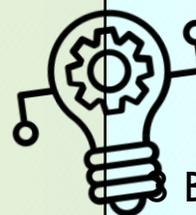
Tech
Composers

Design & Technology



Mechanical systems –
sliders and gears: Superhero
scenes and Christmas cards

Vegetable Soup
Fruit Salad/Kebabs
(additional investigations:
where do fruit and
vegetables come from?)



Building a freestanding
structure
(bridge for the
Billy Goats Gruff or a chair for
baby bear)

Reception and Year 1 Long Term Plan 22-23

Early Learning Goals – for the **end of the Reception year** - Holistic / best fit Judgement!

 Communication and Language	 Personal, social, emotional development	 Physical Development	 Literacy	 Math's	 Understanding the World	 Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>ELG: Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>ELG: Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. 	<p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing. 	<p>ELG: Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>ELG: Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. 	<p>ELG: Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<p>ELG: Past and Present</p> <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>ELG: The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

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