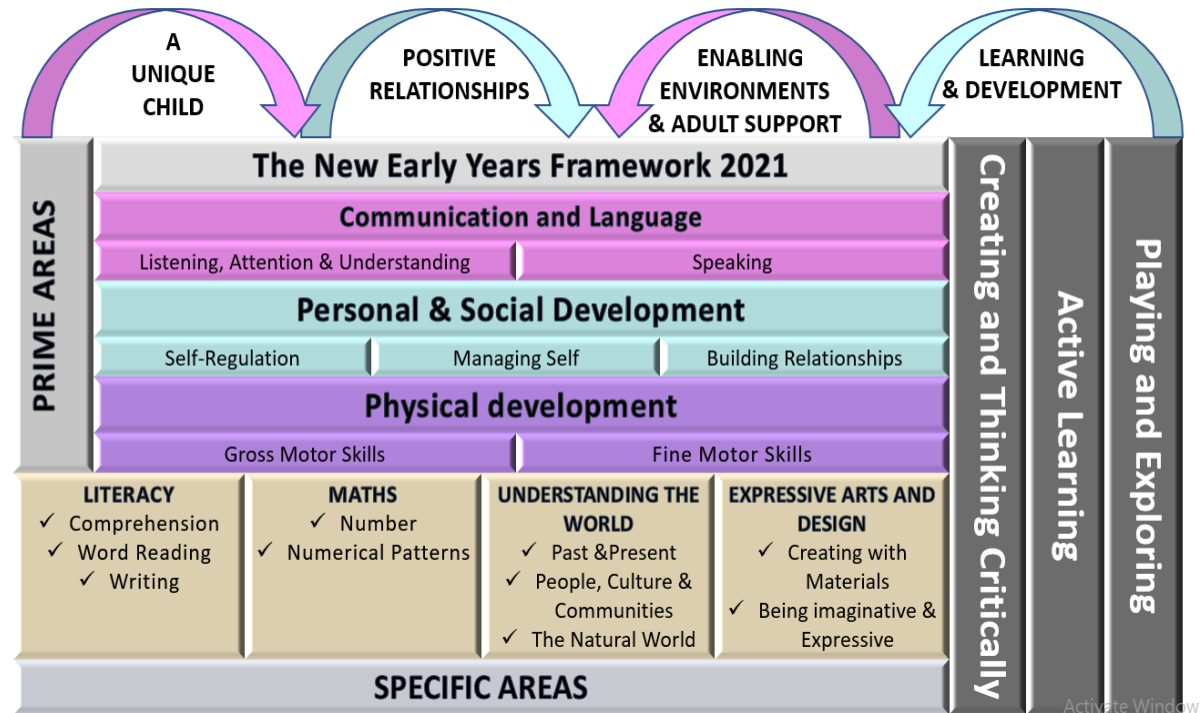




# RECEPTION LONG TERM PLAN 21-22

*“Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.”*

*“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. We provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.”*











# Our Curriculum Goals

<p>To become a <b>Confident Communicator</b> who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings</p>	<p>To become an <b>Independent Individual</b> who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy</p>	<p>To become a <b>Fantastic Friend</b> who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others' ideas and feelings</p>	<p>To become an <b>Amazing Athlete</b> who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment</p>
<p>To become a <b>Talented Tool User</b> who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence</p>	<p>To become a <b>Brilliant Bookworm</b> who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt)</p>	<p>To become a <b>Wow Writer</b> who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others</p>	<p>To become a <b>Master of Maths</b> who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5</p>
<p>To become an <b>Exceptional Explorer</b> who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places</p>	<p>To become a <b>Compassionate Citizen</b> who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs</p>	<p>To become a <b>Proud Performer</b> who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm</p>	<p>To become a <b>Dynamic Designer</b> who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it</p>





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	 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
<b>GENERAL THEMES</b>  <i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION</i>	<b>MAGICAL ME!</b> Starting school / my new class / New Beginnings People who help us / Careers My family What am I good at? How do I make others feel? Being kind / staying safe Our local area Season :Autumn	<b>STARRY NIGHTS!</b> Birthdays, special events / weekly news, Bonfire Night, Diwali, Christmas, Toys of the past. Light and dark-link to day and night. Space Who was Neil Armstrong? The Nativity/PANTO Season :Autumn	<b>TICKET TO RIDE!</b> Around the World How do I get there? Where in the world have you been? Where do we live in the UK / world? Comparing Losrock to London Different types of weather, animals in different places Vehicles past and Present Season: Winter	<b>AMAZING ANIMALS!</b> Life cycles Safari Animals around the world Climate Hibernation Mini Beasts Reduce/Reuse/Recycle Night and day animals Animal patterns David Attenborough Season: Spring	<b>COME OUTSIDE!</b> Plants & Flowers Art focus: Monet and Vincent Van Gogh Weather / seasons The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle Fun Science / Materials	<b>FUN AT THE SEASIDE!</b> Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Fossils – Mary Anning Seasides in the past Compare: Now and then! Seaside art
<b>HIGH QUALITY TEXTS</b>  <i>WE AIM TO FOSTER A LIFELONG LOVE OF READING</i>	Once there were Giants The Smartest Giant The Colour Monster The Rainbow Fish Red Rockets and Rainbow Jelly You Choose The Big Book of Families We're going on a leaf hunt	Pumpkin Soup Peace at Last Star in a jar How to catch a star The Gruffalo and The Gruffalo's Child Stick Man The Christmas Story Rama and Sita	Hattie Peck-The Journey Home Our World- A first book of Geography All are welcome: people around the world Fatou fetch the water Walk this world The Snail and the Whale The Naughty Bus Mr. Gumpy's Outing Beegu	The Emperors Egg The Very Hungry Caterpillar My Butterfly Bouquet The Tiger who came to tea Pig in the Pond	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons Handa's Surprise Someone swallowed Stanley	Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler Clem and Crab Clean up!
<b>'Wow' MOMENTS ENRICHMENT</b>	Autumn Trail People in our community Harvest Time What do I want to be when I grow up? School walk	Guy Fawkes / Bonfire Night Remembrance Day Cooking-making Pumpkin soup Panto Christmas Play Hedgehog visitors	Chinese New Year Food tasting – different cultures	Animal Art week Butterfly life cycles / Life cycle of a frog observation of growth Easter in Church Easter egg hunt and making cakes	Let's go on Safari - An animal a day! Walk to the park / Picnic Planting seeds Easter time Weather experiments Nature Scavenger Hunt Vincent Van Gogh Study Queen's Birthday Science Week Eater Egg Hunt	Visit to the beach /beach day Under the Sea – singing songs and sea shanties Fossil hunting World Environment Day Pirate Day Planning a summer picnic










# RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	MAGICAL ME	STARRY NIGHTS!	TICKET TO RIDE!	AMAZING ANIMALS	COME OUTSIDE	FUN AT THE SEASIDE!
  	<b>Characteristics of Effective Learning</b>					
	<p><b>Playing and exploring:</b> - 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><b>Active learning:</b> - 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><b>Creating and thinking critically:</b> - 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><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> 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><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>						
<p><i>PLAY: At Lostock Gralam C of E 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 our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</i></p>						
<p><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></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 LONG TERM PLAN 21-22

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

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

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