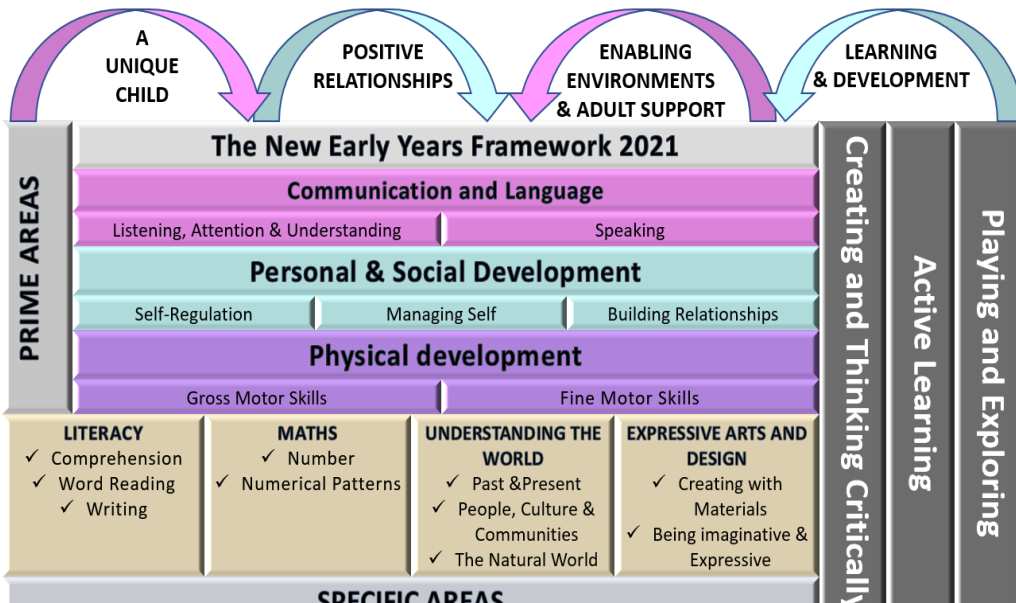




South Gosforth First School

Reception Long Term Plan

<u>Our Curriculum Intent and Key Drivers:</u> Character - <i>What type of people we are.</i> Culture - <i>How we learn about the world and all of the people who live in it.</i> Creativity - <i>How we use our imaginations.</i> Challenge - <i>How we make ourselves better every day.</i>	<u>Reception Curriculum Intent:</u> <u>Roots to Grow</u> - To nurture and support our pupils to develop a strong set of core values and build positive relationships with everyone in our school family <u>Wings to Fly</u> - To enable our pupils to reach the Early Learning Goals and further explore their own individual knowledge, skills and understanding based upon the context of our school. - To provide aspirational provision for our pupils which enables them to become independent, resilient and happy learners.	<u>Our Core Values:</u> Kindness Empathy Respect Responsibility Perseverance
“At South Gosforth First School we believe that all children are special and have their own unique talents which are just waiting to be unlocked. We seek to provide an aspirational, creative and truly ‘irresistible’ curriculum which enables all pupils to flourish, running alongside a broad range of enriching and memorable experiences that stimulate our children’s interest about the world around them.” South Gosforth First School <i>‘Roots to grow and wings to fly’</i> 	 The New Early Years Framework 2021 PRIME AREAS Communication and Language - Listening, Attention & Understanding - Speaking Personal & Social Development - Self-Regulation - Managing Self - Building Relationships Physical development - Gross Motor Skills - Fine Motor Skills SPECIFIC AREAS LITERACY ✓ Comprehension ✓ Word Reading ✓ Writing MATHS ✓ Number ✓ Numerical Patterns UNDERSTANDING THE WORLD ✓ Past & Present ✓ People, Culture & Communities ✓ The Natural World EXPRESSIVE ARTS AND DESIGN ✓ Creating with Materials ✓ Being imaginative & Expressive Creating and Thinking Critically Active Learning Playing and Exploring	



Reception Long Term Plan - Overview of Themes



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>All About Me</u>	<u>Let's Celebrate!</u>	<u>Superheroes Assemble</u>	<u>Growing</u>	<u>Amazing Animals</u>	<u>Ahoy There!</u>
<u>General Themes -</u> NB - These themes may be adapted at various points to allow for children's interests.	Starting School My New Class My Family Traditional Stories - The Three Little Pigs (T4W) The Gingerbread Man	Bonfire Night Harvest - Little Red Hen (T4W) Christmas - The Nativity	Superheroes - Supertato (T4W) Superworm - characteristics of a superhero Chinese New Year	Plants and flowers Weather and seasons Where do we live in the UK/world? Beatrix Potter (famous person) Compare homes with Beatrix Potter's cottage Easter	Visit to Kirkley Hall Zoological Animals Life cycles - tadpole Minibeasts	Pirates - Treasure Maps, what does a pirate need? Investigating marine life Seasides in the past - compare then and now
<u>High Quality Texts</u>	The Three Little Pigs (T4W) The Gingerbread Man Owl Babies My Family (No Outsiders)	Funny Bones (labelling) Little Red Hen (T4W) Stickman The Christmas Story	Superworm Supertato (T4W) Non-fiction books based on Chinese New Year	Non-fiction books on plants Oliver's Vegetables The Enormous Turnip (T4W) Peter Rabbit The Easter Story	The Teeny-Weeny Tadpole Non-fiction books on minibeasts (T4W) That Naughty Meerkat	Pirate Pete Sharing a Shell (T4W) Little People Big Dreams - David Attenborough
<u>Enhancements</u>	Family Stay and Play session Making/decorating gingerbread men	Theatre visit to Northern Stage Visit to the Nature Garden Christmas Performance Christmas Party Diwali	Chinese New Year celebrations	World Book Day Mantle of the Expert (Dinosaur Island) Visit to the Nature Garden Easter Activities	Visit to the school pond Visit from Animal Antics	Mantle of the Expert (Turtle Watch) Pirate Day (Captain Raggybeard) Beach Trip End of year family picnic



Reception Long Term Plan - Characteristics of Effective Learning



<u>General Themes</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>All About Me</u>	<u>Let's Celebrate!</u>	<u>Superheroes Assemble</u>	<u>Growing</u>	<u>Amazing Animals</u>	<u>Ahoy There!</u>
<u>Characteristics of Effective Learning</u>	<u>Playing and Exploring</u> - Children investigate and experience things, and 'have a go'. <u>Active Learning</u> - Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. <u>Creating and Thinking Critically</u> - Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.					
<u>Seven Key Features of Effective Practice</u>	The best for every child - All children deserve to have an equal chance of success. High-quality care - The child's experience is always central. The curriculum - what we want children to learn - The curriculum is ambitious, with careful sequencing to allow children to learn over time. Pedagogy: helping children to learn - Children are powerful learners. - Every child can make progress in their learning, with the right help. Assessment: checking what children have learnt - Noticing what children can do and what they know. Self-regulation and executive function - Language development is central to self-regulation; children use language to guide their actions and plans. Partnerships with parents - 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.					



Reception Long Term Plan - Communication and Language



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>All About Me</u>	<u>Let's Celebrate!</u>	<u>Superheroes Assemble</u>	<u>Growing</u>	<u>Amazing Animals</u>	<u>Ahoy There!</u>
<u>COMMUNICATION AND LANGUAGE</u>	<u>EYFS Statutory Educational Programme:</u> 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 new conversation storytelling 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.					
<u>Listening, Attention and Understanding</u>						
<u>Speaking</u>	Settling in activities Making friends Children talking about experiences that are familiar to them Talk about family routines Follow instructions (including at tidy up time) Model talking through routines (e.g. on arrival at school - "Good morning. How are you?") Use new vocabulary Learn rhymes, poems and songs	Develop vocabulary Re-telling of stories (T4W) Story language Listening and responding to stories Following instructions Take part in discussions Understand how to listen carefully and why listening is important Choose books to develop vocabulary Talk about special occasions the children celebrate	Develop vocabulary Ask how and why questions Re-tell a story with story language Remember key points from a story Ask questions to find out more and check they understand what has been said to them Describe events Listen to and talk about stories and build familiarity and understanding	Learn and recite poems and songs (using poems from Reading Spine) Re-tell stories (T4W) Listen to and engage in talk about selected non-fiction (linked to plants and Beatrix Potter) Talk about similarities and differences between things in the past and now (Beatrix Potter's home and clothes) Articulate ideas and thoughts into well-formed sentences Ask questions to find out more	Learn and recite poems and songs (using Poems from Reading Spine) Listen to, engage in and talk about non-fiction Describe events in detail (e.g. the visit to the zoo) Articulate a life cycle	Learn and recite poems and songs (using poems from Reading Spine) Talk about experiences the children have had during the year - what have they enjoyed, what have they learnt to do, what are they looking forward to in Year 1?



Reception Long Term Plan - Personal, Social and Emotional Development



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<u>All About Me</u>	<u>Let's Celebrate!</u>	<u>Superheroes Assemble</u>	<u>Growing</u>	<u>Amazing Animals</u>	<u>Ahoy There!</u>
<u>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</u>	<u>EYF5 Statutory Educational Programme:</u> 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.					
<u>Self-Regulation</u>	All About Me - what makes me special?	Express their feelings and consider the feelings of others	Road safety (visit from the Road Safety Officer) - discuss road safety when crossing the road, riding bikes and scooters and travelling in the car	Talk about healthy eating and why it is important (link to growing fruits and vegetables - making soup/fruit kebabs)	Discuss the importance of being kind to living creatures	Preparing for Transition to Year 1 - what have the children achieved this year?
<u>Managing Self</u>	Me and my special people	Name different feelings			Take care of animals (tadpoles)	What did they have to persevere with?
<u>Building Relationships</u>	Who can help me? (Self-regulation)	Think about how they feel when experiencing different feelings (include 'not so good' feelings)	Discuss books that deal with challenges (link to Superheroes) - how did the characters feel about the challenges and how did they overcome them?	Discuss friendships and the qualities needed in a friend	Learn about the importance of oral hygiene - visit from a dentist/dental nurse	Have they become more resilient?
	Develop relationships and friendships, including sharing and co-operating with each other	Discuss some self-care techniques for when experiencing these feelings				What are they looking forward to?
	Discuss 'belonging' - groups the children belong to (e.g. family, class, school)	Talk about exercise and why it is important				What goals would they like to achieve?
	Introduce school restorative behaviour policy (traffic lights)	Learn about correct handwashing with the school nurse				
	Model positive behaviour and highlight exemplary behaviour					



Reception Long Term Plan - Physical Development

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>All About Me</u>	<u>Let's Celebrate!</u>	<u>Superheroes Assemble</u>	<u>Growing</u>	<u>Amazing Animals</u>	<u>Ahoy There!</u>
<u>PHYSICAL DEVELOPEMENT</u>	<u>EYFS Statutory Educational Programme:</u> 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 both play 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, allows children to develop proficiency, control and confidence.					
<u>Fine Motor Skills</u>	Fine motor activities (threading, cutting, weaving, playdough, pegs and peg boards) Daily 'Squiggle While You Wiggle'/Dough Disco Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paintbrush beyond whole hand grasp Pencil grip Taking shoes off and putting them back on	Fine motor activities Daily 'Squiggle While You Wiggle'/Dough Disco Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for a dominant hand Engage children in structured activities - guide them in what to draw, write or copy Teach and model correct letter formation	Fine motor activities Begin to form letters correctly Daily handwriting session - practising letter formation and correct position when sitting at a table to write Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Hold small items Button/zip clothing	Fine motor activities Hold pencil effectively with a comfortable grip Form recognisable letters - most of which are correctly formed Daily handwriting session	Fine motor activities Continue to develop pencil grip and correct letter formation through daily handwriting session Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line (e.g. a circle)	Fine motor activities Form letters correctly Daily handwriting session Begin to draw diagonal lines (e.g. when drawing a triangle) Start to colour inside the lines of a picture Draw pictures that are recognisable



Reception Long Term Plan - Physical Development



<u>PHYSICAL DEVELOPMENT</u>	<u>Multiskills</u>	<u>Games</u>	<u>Dance</u>	<u>Gymnastics</u>	<u>Games</u>	<u>Athletics</u>
	<u>Gross Motor Skills</u>					
	Balance	Ball skills	Move energetically	Balance		Running skills
	Different ways of moving	Throwing	Copy basic actions	Core muscle strength	Follow the rules of a game	Agility
	Negotiating space	Catching	Move to music	Jumping and landing	Reinforce ball skills	Sports Day
	Travelling with confidence	Kicking	Negotiate space	Awareness of space	Introduce the use of a racket	
	Refining fundamental skills	Use of different sized balls	Balance bike session (from Road Safety team)			
	Co-operation games (e.g. parachute games)	Follow the rules of the game				



Reception Long Term Plan - Literacy - Reading



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>All About Me</u>	<u>Let's Celebrate!</u>	<u>Superheroes Assemble</u>	<u>Growing</u>	<u>Amazing Animals</u>	<u>Ahoy There!</u>
LITERACY - READING	EYFS Statutory Educational Programme: 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 the transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
<u>Comprehension</u>	Show preference for a book, song or rhyme	Talk about events and characters in a story read to them Join in with familiar stories and rhymes	Show interest and answer simple questions about texts Use words they know to check their reading makes sense	Demonstrate understanding when talking about what they have read Repeat words or phrases to check their reading	Begin to notice if their reading makes sense Say rhymes by heart Sometimes notice errors Know that illustrations can help to make sense of reading	Demonstrate an understanding of what has been read to them by re-telling stories and narratives using their own words and recently introduced vocabulary Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play
<u>Word Reading</u>	Handle books correctly and follow print from left to right, top to bottom Locate the title Segment and blend words orally Recognise words that rhyme	Link most sounds to letters Begin to blend and segment in order to read vc and cvc words Begin to match spoken word to written word read some Phase 2 words (including Tricky Words)	Locate and recall the title Read with 1:1 correspondence Read some common irregular words (Phase 2/3) Link all sounds to letters Read simple words by blending	Read and understand simple sentences Use phonic knowledge to read and decode regular words Read all Phase 2 words Read some Phase 3 words	Read Phase 3 words (including Tricky Words) Say a sound for each letter in the alphabet and know at least 10 digraphs Read words consistent with phonic knowledge by sound-blending	Re-read books showing increased accuracy and fluency



Reception Long Term Plan - Literacy - Writing

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>All About Me</u>	<u>Let's Celebrate!</u>	<u>Superheroes Assemble</u>	<u>Growing</u>	<u>Amazing Animals</u>	<u>Ahoy There!</u>
<u>LITERACY</u> <u>Writing</u>	<u>EYFS Statutory Educational Programme:</u> 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 the transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).					
	The Three Little Pigs (T4W) The Gingerbread Man Owl Babies My Family (No Outsiders)	Funny Bones Little Red Hen (T4W) Stickman The Christmas Story	Supertato (T4W) Superworm Non-fiction books based on Chinese New Year	Non-fiction books on plants Oliver's Vegetables The Enormous Turnip (T4W) Peter Rabbit The Easter Story	The Teeny-Weeny Tadpole Non-fiction books on minibeasts (T4W)	Pirate Pete and his Smelly Feet (T4W) Sharing a Shell (T4W) Little People Big Dreams - David Attenborough Recount of visit to the beach (T4W)
	Dominant hand Tripod grip Mark making Giving meaning to marks Name writing Labelling Writing initial sounds to label characters/images T4W - story maps Writing for a purpose - role play	Name writing T4W - story maps, labels Writing Tricky Words (Phase 2) Writing cvc words Letter writing to Santa Order the Christmas Story	Rhyming words/sentences "Who am I?" clues to describe superheroes Labels on a superhero Captions (Superheroes) Writing lists - what does a superhero need? T4W - story maps, captions and labels Begin to use phonetically plausible attempts at words	T4W - Create own story maps T4W - write simple sentences to accompany story maps Description of Beatrix Potter Order the Easter Story	T4W - Create own story maps and write simple sentences Labels and captions - life cycles Non-fiction Fact Files Character descriptions - use interesting adjectives to describe characters Begin to use capital letters, full stops and finger spaces between words in a sentence	T4W - Story maps and write simple sentences T4W - Innovation of texts Use capital letters, full stops and finger spaces more consistently Form lower case and capital letters correctly



Reception Long Term Plan - Maths



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>All About Me</u>	<u>Let's Celebrate!</u>	<u>Superheroes Assemble</u>	<u>Growing</u>	<u>Amazing Animals</u>	<u>Ahoy There!</u>
<u>MATHS</u>	EYFS Statutory Educational Programme: 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 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.					
<u>Number</u>	Key times of the day Singing number rhymes and songs Counting – during routines such as lining up, counting dinner choices Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10	Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers	Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games	How many now? (White Rose – addition add more, take away) Even and Odd Sharing (White Rose) Review and Assess: Subitise to 5 Introduce the Rekenrek Automatic recall of numbers to 10 Comparison Number patterns Counting
<u>Shape, Space and Measures</u>						



Reception Long Term Plan - Maths



		Verbal counting beyond 20				
	Positional language - where things belong in the EYFS unit Patterns	Circles and triangles Shapes with 4 sides	Compare mass Compare capacity	Length and Height Time 3D shape	Spatial Reasoning 1 - match, rotate, manipulate Spatial Reasoning 2 - compose and decompose shapes	Spatial Reasoning 3 - visualise and build shapes Spatial Reasoning 4 – position and mapping



Reception Long Term Plan – Understanding the world



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>All About Me</u>	<u>Let's Celebrate!</u>	<u>Superheroes Assemble</u>	<u>Growing</u>	<u>Amazing Animals</u>	<u>Ahoy There!</u>
<u>UNDERSTANDING THE WORLD</u>	<u>EYFS Statutory Educational Programme:</u> 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 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.					
	Talk about themselves, their families and people who are special to them (share "All About Me" booklets with adults and peers) Show an interest in the lives of people who are familiar to them Talk about what they do with their families and places they have been Draw similarities and make comparisons between families	Talk about significant events in their own lives Understand the effects of the changing seasons on the world around them (visit to the Nature Garden to look for signs of Autumn) Talk about why things happen (changes when making bread - linked to 'The Little Red Hen') Recognise and describe special events - Diwali, Christmas	Celebrate Chinese New Year Know there are different countries in the world (China) Recognise that people have different beliefs Respect differences - talk about the lives of people around us Understand the effects of the changing seasons on the world around them (visit to the Nature Garden to look for signs of Spring)	Similarities and differences between countries and environments (through reading stories) Compare Gosforth with the Lake District where Beatrix Potter lived (houses, countryside etc.) Draw maps of Mr McGregor's garden Compare localities using Google Earth	Growth and Change - life cycle of a frog Visit to the school pond Visit to Kirkley Hall Zoo Show care and concern for living things in the environment Plant seeds in outdoor area Start to develop an understanding of growth, decay and changes over time Talk about some of the things the children have observed - plants, animals, natural objects	Materials - floating and sinking - building boats The seaside long ago - compare and contrast Talk about ways in which they can look after the environment Pirate Maps (to find the treasure)
<u>R.E.</u>	The Importance of Belonging	Harvest Festivals Christmas	Jewish Festival of Sukkot	Easter	Friends of Jesus	Friends of Jesus



Reception Long Term Plan – Expressive Art & Design



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 1</u>
	<u>All About Me</u>	<u>Let's Celebrate!</u>	<u>Superheroes Assemble</u>	<u>Growing</u>	<u>Amazing Animals</u>	<u>Ahoy There!</u>
<u>EXPRESSIVE ARTS AND DESIGN</u>	<u>EYF5 Statutory Educational Programme:</u> 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.					
	Join in with rhymes and songs Build models with construction equipment Introduce Play Projects: Model plans - Build, Create, Draw and Message Paint self-portraits Make houses out of different materials (bricks, straw wood) - linked to Three Little Pigs Use of story maps, props, puppets - encourage children to re-tell, invent, and adapt stories	Use different textures and materials to make firework pictures Make a skeleton using cotton buds Create a Stickman using natural objects Christmas decorations Christmas cards Calendars Learn and perform songs for Christmas Nativity and Carol Service Drama/role play activities linked to T4W Play Projects	Make Chinese lanterns Design and make Superhero masks and capes Colour mixing – Superhero costumes Listen to music and make their own dances in response Drama/role play activities linked to T4W Junk modelling boats, aquariums Investigate rock pools – water tray Play Projects	Make bird feeders Vegetable printing Rubbing of leaves/plants Easter cards Mother's Day cards Dinosaur fossils (using salt dough) - linked to Mantle of the Expert Create collaboratively, sharing ideas, resources and skills (Mantle of the Expert) Drama/role play activities linked to T4W Play Projects	Combine media to make a collage (minibeasts and animals) Provide children with a range of materials to construct with Mix colours when painting pictures of zoo animals and minibeasts Drama/role play activities linked to T4W Play Projects	Father's Day cards Make Pirate telescopes and eye patches Create collaboratively, sharing ideas, resources and skills (Mantle of the Expert) Drama/role play activities linked to T4W Play Projects



EARLY LEARNING GOALS (for the end of the year)

<u>Communication and Language</u>	<u>Personal, Social and Emotional Development</u>	<u>Physical Development</u>	<u>Literacy</u>	<u>Maths</u>	<u>Understanding the World</u>	<u>Expressive Arts and Design</u>
<u>ELG: Listening, Attention and Understanding</u> 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. <u>ELG: Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently	<u>ELG: Self-Regulation</u> 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. <u>ELG: Managing Self</u> Be confident to try new activities and show independence, resilience and	<u>ELG: Gross Motor Skills</u> 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. <u>ELG: Fine Motor Skills</u> 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	<u>ELG: Comprehension</u> 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. <u>ELG: Word Reading</u> 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.	<u>ELG: Number</u> 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.	<u>ELG: Past and Present</u> 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. <u>ELG: People, Culture and Communities</u> 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	<u>ELG: Creating with Materials</u> 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. <u>ELG: Being Imaginative and Expressive</u> Invent, adapt and recount narratives and stories with



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 terms and making use of conjunctions, with modelling and support from their teacher.	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. <u>ELG: Building Relationships</u> 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.	brushes and cutlery. Begin to show accuracy and care when drawing.	<u>ELG: Writing</u> 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.	<u>ELG: Numerical Patterns</u> 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.	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. <u>ELG: The Natural World</u> 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.	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.
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