









# Reception Long Term Plan 2022- 2023

EYFS	<b>Autumn 1</b> 5 <sup>th</sup> Sept – 17 <sup>th</sup> Oct <b>Welcome to School</b>	<b>Autumn 2</b> 31 <sup>st</sup> Oct – 12 <sup>th</sup> Dec <b>Terrific Tales</b>	<b>Spring 1</b> 2 <sup>nd</sup> Jan – 6 <sup>th</sup> Feb <b>Ticket to ride</b>	<b>Spring 2</b> 20 <sup>th</sup> Feb – 27 <sup>th</sup> March <b>Come Outside</b>	<b>Summer 1</b> 17 <sup>th</sup> April – 22 <sup>nd</sup> May <b>Amazing Animals</b>	<b>Summer 2</b> 5 <sup>th</sup> June – 17 <sup>th</sup> July <b>Fun at the seaside</b>
<b>General Themes</b>  These themes may be adapted at various points to allow for children’s interests to be expressed within provision	Starting school / my new class New beginnings People who help us / Careers Staying healthy / Food Human Body How have I changed My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe	Traditional Tales Old Favourites Familiar tales Library visits Christmas lists/ cards Letters to Father Christmas Story creating and telling	Around the Town How do I get there? Where in the world have you been? Where do you live in the UK/World? Fly me to the moon! Vehicles past and present Design your own transport! Space week	Plants and Flowers Weather / Seasons Does the moon shine? The great outdoors Planting seeds Reduce, Reuse, & Recycle Fun Science / Materials Forest school	Life cycles Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Night and day animals David Attenborough Happy Habitats	Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Marine life Seaside’s in the past and now
<b>Possible texts and story time</b>	The Colour Monster Funny Bones Elmer The Big book of families Once there were Giants Rama and Sita	Three little pigs Little red riding hood The ugly duckling Gingerbread man Goldilocks The Christmas Story	The Snail and the Whale The way back home The Naughty Bus Mr. Grumpy’s Outing The Train Ride Bob, The Man on the moon Oi! Get off my train!	The Tiny Seed Jack and the Beanstalk One Plastic Bag Jaspers Beanstalk Tree Seasons come, and Seasons go A stroll through the Seasons The Easter Story	The Emperors Egg The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea Diary of a wombat Elephant and the bad baby Pig in the pond Mad about Mini beasts	Commotion in the Ocean Under the sea Non-fiction P is for Passport The Journey Zoom Passport to Paris World Atlases Tiddler
<b>Art and Design</b>	Colours Self portraits Collage Family art Harvest themed craft	Building structures Design a new cloak for red riding hood Creating story characters Friendship focus Ice gingerbread people Building story scene Braided bread Christmas focus	Design and make their own transport Create their own planet Paint printing Chinese New Year themed craft	Sensory Season Jars Upscaling Furniture Crafting flowers Leaf art	Animal patterns Creating animal habitats Clay Animal creating	Seascape creation Seaside art Postcard making
<b>Enrichment</b>	Roald Dahl Day (13th September) Autumn trail Harvest Festival Black History Month Diwali (24th September)	Halloween (31st October) Bonfire Night (5th November) Remembrance Day (11th November) Anti-Bullying week (11th November) Children in Need (18th November) Letters to Santa Hanukkah (18th December) Christmas Nativity	Chinese New Year (22nd January) Food Tasting from different cultures Valentine’s day (14th February) Space week	Lent Weather forecast Videos Planting seeds Easter Teddy bear picnic Kandinsky art study	Queen’s Birthday Random Acts of Kindness Week Animal Art Let’s go on Safari – An Animal Day!	Visit to the beach Under the sea – singing Songs and sea shanties Healthy Eating Week World Environment Day Pirate Day Sports day Ice-cream at the Park

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<div>Characteristics of Effective Learning</div> <div></div>	<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 flexibility and rationally, drawing on previous experiences, which help them to solve problems and reach conclusions.</p>					
<div>Personal, Social and Emotional Development</div> <div></div>	<p>Children’s personal, social, and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives and</b> is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm, and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supportive to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want, and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, 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 <b>children can achieve at school and in later life</b>.</p>					
<div>Communication and Language</div> <div></div>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing and echoing back what they say with <b>new vocabulary added</b>; practioners will build children’s language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and <b>embed new words in range of contexts</b>, will give children the opportunity to thrive. Through conservation, storytelling, and role play, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using <b>a rich range of vocabulary and language structures</b>.</p>					

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<div>Physical Development</div> <div></div>	<p>Physical activity is <b>vital</b> in children’s all-round development, enabling them to <b>pursue happy, healthy, and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a <b>child’s strength, co-ordination, and positional awareness</b> through an active lifestyle. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness, co-ordination, and agility</b>. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, art and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control, and confidence</b>.</p>					
<div>Literacy</div> <div></div>	<p>It is crucial for children to develop a <b>life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. 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 <b>enjoy nursery rhymes, poems, and songs together</b>. Skilled word reading, taught later, involves both 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.)</p>					
<div>Maths</div> <div></div>	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the numbers to 10, the <b>relationships between them</b> 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 <b>mastery of mathematics</b> is built.</p> <p>In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space, and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, <b>spot connections</b>, <b>‘have a go’</b>, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>					



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<div>Understanding the world</div> <div></div>	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. 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 the society, such as firefighters, nurses, and police officers. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and 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.</p>					
<div>Expressive arts and design</div> <div></div>	<p>The development of children’s artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear, and participate in is crucial for developing their <b>understanding, self-expression, vocabulary, and ability to communicate through arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to, and observe. Give children an insight into the new musical worlds. Invite musicians in to play music to the children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					