



Reception Long Term Plan 2022-2023

- In the Early Years Foundation Stage at Uplands Manor, we consider the holistic development of our children. In that children develop physically, socially, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We strive for our children to grow into confident, independent learners and become directors of their own lives.

At Uplands Manor Primary School, our Early Years curriculum is designed to

- Reflect the four overarching principles outlined in the Early Years Statutory Framework: The Unique Child, Enabling Environments, Positive Relationships, Learning and Development
- Strengthen and build upon prior learning and life experiences, ensuring children make good progress over time
- Be flexible, allowing the children's interests and needs to be reflected throughout our provision
- Enrich children's vocabulary and develop their oracy skills
- Enable children to discover, explore, make decisions and express their own ideas
- Prepare children for the next stage in their learning journey

Implementation

We will achieve this through a well-sequenced, coherent curriculum which is driven by the four curriculum drivers adopted in KS1 and KS2; Excite, Experience, Extend and Excel.

We endeavour to provide stimulating environments, that provide exciting learning opportunities and promote challenge. Through careful planning of space, activities, equipment and people we are able to offer a curriculum that is right for our children. We plan themes on an annual basis, these are the plans for the academic year 2022-2023, these may change in response to the needs and interests of the children. Hence these plans are not "set in stone" and should be considered as working documents.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/Interests/ Lines of Enquiry	Autumn Fabulous Me My family	Let's Celebrate (Diwali, birthdays, Christmas)	Winter Superheroes Real life superheroes (People who help us)	Spring A Ticket to Ride	Growth and change Life cycles of plants and animals	Summer Saving our planet Healthy Me
Story Starter	Starting School	Kipper's Birthday	Super Duck	The Train Ride	Jasper's Beanstalk	Duffy's Lucky Escape
WOW starts/ends	Starting school	Indian dance workshop	Visit from emergency services/ Guide dogs etc	Easter bonnet parade	Chicks- Watching chicks hatch and grow	Litter pick Visit to Thinktank Sports Day
Stories to retell	Dear Zoo/ Brown Bear, Brown Bear what do you see?	My Pet Star	The Enormous Turnip	The Train Ride	The Little Red Hen	Three Billy Goats Gruff
Celebrations	Harvest	Diwali (24 th October) Bonfire Night (5 th November) Remembrance Day (11 th November) Christmas (25 th December)	Chinese New Year (22 nd January) Valentine's Day (14 th February)	Holi Festival (8 th March) Mothering Sunday (19 th March) Good Friday (7 th April) Easter Day (9 th April) St Georges Day (23 rd April)	Eid al-Fitr (21 st & 22 nd April) May Day (1 st May)	Father's Day (18 th June) Eid al-Adha (28 th -29 th June)



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Special Events	<p>Starting school Parent induction meetings Parent phonics meetings EYFS Baseline assessments Wellcom screening Harvest Festival</p>	<p>Nativity performance Parents evening Beyond the book day Merit Assembly Children in Need (18th November) Nursery Rhyme Week (15th-19th November) Anti-Bullying week (14-18th November)</p>	<p>E Safety week</p>	<p>Parents evening World book day (2nd March 2023) British Science Week 10^h-19th March</p>	<p>Mental Health Awareness week Visit from dentist/school nurse</p>	<p>Visit to Think Tank Transition to year 1 End of year reports Stay and play for new Reception children Healthy Living week</p>
School Holidays	<p>October Half Term 24th October to 28th October 2022</p>	<p>Christmas break 19th December to 2nd January 2023</p>	<p>February Half Term 20th February to 24th February 2023</p>	<p>Easter break 3rd April to 14th April 2023</p>	<p>May day Monday 1st May May Half Term 29th May to 2nd June 2023</p>	<p>Summer break 26th July to Tuesday 5th September 2023</p>



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Personal, Social and Emotional Development	<p>To include a structured and focused PSHE session per week (Jigsaw) and the sharing of PSED linked stories</p>	<p>Educational programme for 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. EYFS Statutory Framework 2021</p>					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Personal Safety (Developing Experts)</p>	<p>Know the people you can trust</p> <ul style="list-style-type: none"> Understand the term 'stranger danger'. Explain where to go for help Identify safe strangers. 	<p>Firework safety</p> <ul style="list-style-type: none"> Understand & explain how to keep safe during celebrations involving fireworks & fire <p>E Safety</p> <ul style="list-style-type: none"> Understand and explain how to keep safe online Demonstrate an understanding of good screen time habits. 	<p>Learn about first aid</p> <ul style="list-style-type: none"> Explain how to get help in an emergency Explain how to apply simple first aid in familiar situations 	<p>Road safety</p> <ul style="list-style-type: none"> Identify safe places to cross the road (zebra crossing, pedestrian crossing, lollipop person) Explain about how to cross roads safely <p>Rail safety</p> <ul style="list-style-type: none"> Understand railway hazards Know how to keep safe when near trains and railways <p>E safety</p> <ul style="list-style-type: none"> Understand and explain how to keep safe online Demonstrate an understanding of good screen time habits. 	<p>Know how to stay safe when using electricity</p> <ul style="list-style-type: none"> Identify electric items around the home Know how to use electric items safely 	<p>Summer safety</p> <ul style="list-style-type: none"> Identify places near water Understand and explain precautions to take when near water. <p>E safety</p> <ul style="list-style-type: none"> Understand and explain how to keep safe online Demonstrate an understanding of good screen time habits. <p>PANTS</p> <ul style="list-style-type: none"> Understand how the underwear rule keeps children safe.
<p>Jigsaw</p>	<p>Being me in my world</p> <ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences 	<p>Celebrating differences</p> <ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud, Consequences 	<p>Dreams and goals</p> <ul style="list-style-type: none"> Setting goals Successes and achievements Learning styles Working well Partner work Tackling new challenges 	<p>Relationships</p> <ul style="list-style-type: none"> Belonging to a family Making friends Physical contact Qualities as a friend Self-acknowledgement Being a good to myself Special relationships 	<p>Healthy Me</p> <ul style="list-style-type: none"> Keeping myself healthy Healthier choices Keeping clean Being safe Medicine safety Road safety Health and happiness 	<p>Changing me</p> <ul style="list-style-type: none"> Life cycles – animal/ human Changes since being a baby Differences between bodies Coping with change Transition 	



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Communication and Language		<p>Educational programme for Communication & Language: The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. EYFS Statutory Framework 2021</p>					
		Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
	Listening	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> Retell the story, some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> Learns rhymes poems and songs. Recites rhymes, poems and songs with others and alone 	<ul style="list-style-type: none"> Listen to and talk about stories – remember key features of plot, characters, settings... 	<ul style="list-style-type: none"> Listen carefully to others and repeat what is heard (talk partners).
	Speaking	<ul style="list-style-type: none"> Develop social phrases such as “Good morning – how are you?” Speak to peers in play 	<ul style="list-style-type: none"> Describe familiar events in detail. Retell experiences to an adult in the classroom. 	<ul style="list-style-type: none"> Use new vocabulary in different contexts. Talk about facts they have learned in school / from books. 	<ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. Use longer sentences and some questions. 	<ul style="list-style-type: none"> Speak in well-formed sentences. Speak to unknown adults when necessary. 	<ul style="list-style-type: none"> Use talk to help work out problems, organise thinking and explain how things work/why they might happen.
	To include introduction of new vocabulary through Concept Cat, part of the Word Awareness programme	Concept cat: same different some behind all night day first last second more less both most	Concept cat: forwards backwards through around before after dark light (not dark) big bigger biggest thick thin	Concept cat: heavy heavier heaviest large long longer longest straight curved quick slow above below	Concept cat: tall taller tallest rough smooth later between bottom top back front	Concept cat: Light lighter lightest shiny dull near far early	Concept cat: enough narrow wide half whole corner side straight bendy



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Physical Development	<p>Gross Motor Development Includes focused PE lessons & daily physical development in outdoor areas</p>	<p>Educational programme for Physical Development: Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence. EYFS Statutory Framework 2021</p>					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<p><i>Movement and using the space around us.</i></p> <p>Develop overall body strength, coordination, balance & agility</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <ul style="list-style-type: none"> Revise and refine the fundamental movement skills that have previously been acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing Negotiate space successfully when playing racing or chasing games, adjusting speed or changing direction to avoid obstacles. Hop, jump and skip with increasing confidence Combine movements to create sequences of movement. 	<p><i>Ball Skills</i></p> <p>Develop confidence, competence, precision & accuracy with activities that involve throwing, catching, kicking and aiming a ball</p> <ul style="list-style-type: none"> Throw, catch and kick a ball with increased accuracy. Aim and throw balls to hit targets Begin to use kicking, throwing and catching skills in simple team games. 	<p><i>Dance</i></p> <p>Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p> <ul style="list-style-type: none"> Express own ideas, thoughts and feelings through dance Join movements together to create movement sequences Experiment with ways of changing movements in dances Begin to build a repertoire of dances 	<p><i>Large equipment & gymnastics</i></p> <p>Move confidently on balancing and climbing equipment setting themselves physical challenges.</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully in gymnastics.</p> <ul style="list-style-type: none"> Independently walk down steps, using alternate feet Walk along a low narrow balance beam independently Independently move over, under, through, along, up and down climbing equipment Jump off climbing equipment safely Manage own risks and know how to keep safe whilst engaging in gross motor activities 	<p><i>Bat & ball skills</i></p> <p>Develop confidence, competence, precision & accuracy with activities that involve a bat and ball</p> <ul style="list-style-type: none"> Hold a bat to hit a ball Hit a ball to score points 	<p><i>Team games</i></p> <p>Collaborate with others to devise team games and manage resources.</p> <ul style="list-style-type: none"> Work collaboratively to move large outdoor equipment with increasing independence. e.g. large branches at Forest School Work with friends in a team, taking turns effectively.
		<p>Bikes & scooters:</p> <ul style="list-style-type: none"> Pedal/scoot and maintain balance while manoeuvring around obstacles. <ul style="list-style-type: none"> Control the speed of wheeled toys. Maintain a safe distance from other riders. Maintain balance for an extended time on a balance bike <ul style="list-style-type: none"> Scot along on a two wheeled scooter 					

- Outdoor climbing equipment:**
- Move confidently on balancing and climbing equipment setting themselves physical challenges.
 - Walk down steps, using alternate feet independently
 - Walk along a low narrow balance beam independently
 - Independently move over, under, through, along, up and down climbing equipment
 - Manage own risks and know how to keep safe whilst engaging in gross motor activities



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		Games equipment (bats, balls, hoops, skipping ropes etc)						
		<ul style="list-style-type: none"> • Use sports equipment with accuracy & control <ul style="list-style-type: none"> • Roll, throw, catch, aim balls • Use bats to hit and control balls • Use sports equipment to develop own games 						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Physical Development	<p>Fine Motor Development Continually check the progress of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>	Using mark-making tools	<ul style="list-style-type: none"> • Draw lines and circles using gross motor movements • Hold pencil beyond whole hand pencil grasp 	<ul style="list-style-type: none"> • Develop muscle tone to put pencil pressure on paper. • Show preference for a dominant hand • Teach and model correct letter formation • Engage children in structured activities, guiding them in what they want to write, draw or copy 	<ul style="list-style-type: none"> • Begin to form letters correctly • Begin to draw recognisable pictures 	<ul style="list-style-type: none"> • Use an effective pencil hold working towards a dynamic tripod grasp. • Most letters are correctly formed 	<ul style="list-style-type: none"> • Continue to develop letter formation and pencil grip • Use one hand consistently for fine motor tasks • Draw a cross (X) • Add details to drawings e.g. eyelashes on people, windows on houses, clouds in the sky 	<ul style="list-style-type: none"> • Form letters correctly • Copy a square • Begin to draw diagonal lines, like in a triangle • Colour inside the lines of a shape or picture • Use paint-brushes to paint recognisable objects • Use paint brushes to carefully paint inside shapes
		Manipulating other tools and materials	<ul style="list-style-type: none"> • Hold paint brushes beyond whole hand pencil grasp • Use tweezers to move objects • Join larger construction pieces together e.g. Duplo, Popoids • Make snips with scissors • Squeeze, pinch, poke, roll and flatten playdough 	<ul style="list-style-type: none"> • Use scissors to cut along paper • Use rolling pins to roll the playdough • Use dough cutters to cut shapes from the dough 	<ul style="list-style-type: none"> • Use scissors to cut along a straight line • Use a knife to cut up playdough • Make more detailed models with dough 	<ul style="list-style-type: none"> • Use scissors to cut along a curved line. • Use a knife and fork to cut up playdough 	<ul style="list-style-type: none"> • Use scissors to cut around shapes • Use a knife and fork to cut up soft foods 	<ul style="list-style-type: none"> • Continue to consolidate scissors skills • Build things with smaller linking blocks, such as Lego • Use a knife and fork to cut up food independently
		Dressing	<ul style="list-style-type: none"> • Put on and take off own coat • Change for PE- take off shoes and change into PE pumps • Change for Forest School- take off shoes and change into wellies 	<ul style="list-style-type: none"> • Zip up coat • Change into PE shorts • Change into Forest School trousers 	<ul style="list-style-type: none"> • Change independently for PE and Forest School. 	<ul style="list-style-type: none"> • Do up small buttons on clothing 	<ul style="list-style-type: none"> • Continue to consolidate independence when changing for PE and Forest School 	<ul style="list-style-type: none"> • Continue to consolidate independence when changing for PE and Forest School

Literacy	Educational programme for 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) EYFS Statutory Framework 2021						
	Hear and identify words that rhyme. Read individual letters by saying the sounds for them (RWI set 1). Blend sounds into words, to read short words made up of known letter– sound correspondences. Read a few common exception words. Read some letter groups that each represent one sound and say sounds for them (RWI set 2). Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a simple book aloud and talk about what they have read. Re-read a simple book to demonstrate some fluency.						
	Phonics To include a rigorous phonics programme (RWI) delivered daily	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Phase 1- Environmental Sounds, Instrumental sounds, Body percussion, Rhythm & rhyme, Alliteration, Voice Sounds, Oral blending & segmenting RWI Set 1 sounds – single letter sounds <i>Tricky red words: I</i>	Consolidation of Set 1 single letter sounds Read RWI sound books <i>Tricky red words: the, I, to</i>	RWI Set 1 sounds- special friends ch, sh, th, ng, nk, RWI Set 2 sounds- special friends ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy <i>Tricky red words: no, of, my, he</i>	Consolidate Set 1 sounds Read & spell CVCC & CCVC words using set 1 sounds, including special friends Read RWI red books <i>Tricky red words: you, your, said, be, are</i>	Teach set 2 special friends: Read & spell words with adjacent consonants (CVCC, CCVC words) Read RWI green books <i>Tricky red words: go, baby, she, we, me</i>	Consolidation of Set 2 sounds & CVCC/CCVC words. Read RWI purple books <i>Consolidation of previously taught red tricky words</i>
Comprehension	Demonstrate an understanding of new vocabulary from books and texts.	Anticipate key events in a story. Retell a familiar story with some exact repetition of language but also use some of their own words.	Engage with and talk about non-fiction books. Can use vocabulary from books in different contexts.	Can listen to a longer story and remember much of the plot.	Engage in conversation about poems and rhymes. Recall some verses from poems and songs.	Can use new vocabulary in discussions about books and texts.	
Writing	<ul style="list-style-type: none"> Form recognisable lower case and some capital letters. Write own first name, including a capital letter at the beginning of name Begin to write labels and / or captions using initial sounds and then, by “sounding out” and writing the letters for the sounds they can hear. 	<ul style="list-style-type: none"> Form recognisable lower case and some capital letters correctly. Write own first name. Write labels and captions using “sounding out” and writing the letters for the sounds they can hear. Spell some common exception words 	<ul style="list-style-type: none"> Form lower case and some capital letters correctly. Write own first name Begin to write short phrases, verbally rehearsing them first. Begin to write dictated phrases. Spell some common exception words. 	<ul style="list-style-type: none"> Form lower case letters correctly Write own first and surname. Write short sentences with a capital letter and full stop. Write short, dictated sentences. Spell some common exception words. 	<ul style="list-style-type: none"> Begin to write for different purposes such as a list, instructions, a story or a poem. Re-read what is written. Begin to remember more common exception words to use in their writing. Form lower case and some capital letters correctly Write short sentences with a capital letter and full stop. 	<ul style="list-style-type: none"> Write for different purposes such as a list, instructions, a story or a poem. Re-read what is written. Use full stops and capital letters sometimes accurately. Spell a range of common exception words. Form lower case and capital letters correctly Form numbers correctly 	



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	Handwriting	<i>Handwriting:</i> Motor skills; dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing.	<i>Handwriting:</i> Motor skills; dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing Around letters: c,o,a,d,g,q,l,i t, f	<i>Handwriting:</i> Motor skills; dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing Down letters: b p k h i j m n r u y	<i>Handwriting:</i> Curly letters: e,s Zig Zag letters: v,w,z,x	<i>Handwriting:</i> Capital letters: A,B,C,D,E,F,G,H,I J,K,L,M Numbers: 1,4,5,7,0	<i>Handwriting:</i> Capital letters: N,O,P,Q,R,S,T,U,V,W,X,Y,Z Numbers: 2,3,6,8,9
	Suggested stories	Dear Zoo Mr Wiggle and Mr Waggle Rainbow Fish Elmer Colour Monster The Bear Hunt Room on the Broom	The Nativity Story Percy the Park Keeper The Diwali story Pig in the Pond Brown Bear. Brown Bear What Do You See? Dear Santa	Mog and the Vee Ee Tee No Dragons for Tea Series- People Who Help Us (Askew & Crowson) Postman Pat series Fireman Sam series Non -Fiction People who Help books	The Train Ride Get off Our Train Mr Gumpy's Outing Mrs Armitage on Wheels Lost and found Duck in the Truck	The Hungry Caterpillar Jasper's Beanstalk The Little Red Hen The Ugly Duckling Non Fiction books about animal life cycles e.g Frogs, chicks, butterflies, humans	Daffy's Lucky Escape Monsters Don't Eat Broccoli Handa's Surprise Oi Get Off the Train Non-fiction healthy living books Non-fiction books about environmental issues such as recycling & pollution

Educational programme for Mathematics:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes. **EYFS Statutory Framework 2021**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	To include a rigorous Maths programme delivered daily.	<p>Unit 1: Numbers to 5 Recognise, represent and manipulate numbers to 5</p> <ul style="list-style-type: none"> Recognise and count different representations of numbers up to 5 Use a five frame to help structure counting and reasoning. <p>Unit 2: Comparing groups within 5</p> <ul style="list-style-type: none"> Comparing two groups of objects and identifying which has more, fewer or whether they have the same amount, Using matching, representing and subitising strategies 	<p>Unit 3: 2D & 3D shape</p> <ul style="list-style-type: none"> Discover the characteristics and attributes of shapes through play. Sort shapes in ways to make connections, E.g. number of sides, shapes that stack, shapes that roll Recognise shapes in the real world <p>Unit 4: Change within 5</p> <ul style="list-style-type: none"> Finding one more and one less than a number within 5. <p>Unit 5: Number bonds within 5</p> <ul style="list-style-type: none"> Use the part-whole model to find pairs of numbers which make 5. Understand the connections of addition (i.e if 3 and 2 make a total of 5 then 2 and 3 must also make a total of 5) <p>Unit 6: Space Introducing and reinforcing positional language.</p> <ul style="list-style-type: none"> Children will increase their vocabulary to allow them to begin reasoning by being able to describe and explain how and where. 	<p>Unit 7: Numbers to 10 Recognise, represent and manipulate numbers to 10.</p> <ul style="list-style-type: none"> Counting groups of objects up to 6, 7 and 8, moving on to 9 and 10. Recognise and count different representations of numbers up to 10 Use a ten frame to help structure counting and reasoning. Subitise and notice number bonds beyond 5 as an efficient counting strategy <p>Unit 9: Addition to 10</p> <ul style="list-style-type: none"> Use the part- whole model to combine two groups to find totals of numbers in the 6-10 range <p>Unit 10: Measure- height, length and weight</p> <ul style="list-style-type: none"> Understand difference between measuring weight and measuring size through investigation. Apply the skills of counting to measure height, weight and length of objects using non-standard units. 	<p>Unit 11: Number bonds to 10</p> <ul style="list-style-type: none"> Use counters, ten frames and the whole part model to understand the number bonds to 10. Understand and use key language related to addition and subtraction <p>Unit 12: Subtraction</p> <ul style="list-style-type: none"> Use part-whole models to 'break apart' 10 and identify the different bonds created. See the inverse relationship between addition and subtraction by finding a missing part of the part-whole model <p>Unit 13: Exploring patterns</p> <ul style="list-style-type: none"> Notice patterns in the environment Continue and create simple AB patterns Continue and create more complex patterns such as ABC, AAB and ABB patterns 	<p>Unit 14: Counting on and counting back</p> <ul style="list-style-type: none"> Count forwards and backwards from a given number in order to add and subtract. <p>Unit 15: Numbers to 20</p> <ul style="list-style-type: none"> Count to 20 and back to 0 Identify one more and one less of numbers in the 1-20 range Understand that teens numbers are formed with a ten and some ones. <p>Unit 16: Numerical patterns</p> <ul style="list-style-type: none"> Recognise and recall mathematical patterns of doubling, halving and odd and even numbers 	<p>Unit 17: Composing & decomposing shapes</p> <ul style="list-style-type: none"> Review 2D shapes and explore the idea that shapes can have other shapes within them.. C Manipulate g shapes and discover the attributes of shapes (sides and length). <p>Unit 18: Measure- volume & capacity</p> <ul style="list-style-type: none"> Measure volume and capacity through investigation. Apply the skill of visually comparing to determine which containers hold more or less. . <p>Unit 19: Sorting- comparing quantities</p> <ul style="list-style-type: none"> Noticing similarities and differences in collections of objects found in the classroom. Sort objects into two groups based on size, colour and shape. Discover that collections can be sorted in a number of ways and into more than two groups. <p>Unit 20: Time</p> <ul style="list-style-type: none"> Sequence activities and events in their day.
		NCETM	●Subitising ●Cardinality, Ordinality and Counting ●Composition				



		Educational programme for Understanding the World:						
		Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. EYFS Statutory Framework 2021						
Understanding the world		Past & Present	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
				<p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> Discussions of own birthday celebrations & other key events in their life 	<p>Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> Which stories are special & why? Celebration stories- The Diwali story The Nativity story Christmas celebrations in the past- show photos of how Christmas used to be celebrated in the past 	<p>Distinguish between past and present when looking at photographs, objects and books.</p> <ul style="list-style-type: none"> Comparing fire engines from the past and fire engines today Finding out about Florence Nightingale 	<p>Distinguish between past and present when looking at photographs, objects and books.</p> <ul style="list-style-type: none"> Comparing vehicles from the past and present e.g. Trains <p>Which stories are special & why? – The Easter story</p>	
People and Communities	RE- Taken from the Sandwell Agreed Syllabus	<ul style="list-style-type: none"> Talk confidently about the lives of their immediate and extended family, and people who are important to them in their community Notice similarities and make comparisons between families Find features of their environment on a simple map or oblique aerial photograph Understand that a map is a drawing from above Being special Where do we belong? 	<ul style="list-style-type: none"> Places of worship-Which places are special and why? Why is Christmas special to Christians? Why do Christians perform Nativity plays at Christmas? 	<ul style="list-style-type: none"> Why is the word God so important to Christians? 	<ul style="list-style-type: none"> Places of worship- Which places are special and why? Why is Easter so special to Christians? Create an Easter garden and refer to it to retell the Easter story. 			
			<ul style="list-style-type: none"> Talk about their own immediate environment and how environments in other parts of the world differ e.g are hotter or colder. Use geographical words e.g forest, beach, mountain when looking at physical features of different landscapes. Understand that a map is a drawing from above <p>Study of India-</p> <ul style="list-style-type: none"> Diwali Traditional dress 	<p>Study of India-</p> <ul style="list-style-type: none"> Location The journey 	<p>Study of India-</p> <ul style="list-style-type: none"> Landmarks Transport 	<p>Study of India-</p> <ul style="list-style-type: none"> Food Animals 	<p>Study of India-</p> <ul style="list-style-type: none"> Weather- 	



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	The Natural World (Developing Experts)	Identify some key signs of each season. <ul style="list-style-type: none"> Seasonal changes-autumn 		Identify some key signs of each season. <ul style="list-style-type: none"> Seasonal changes- winter 	Identify some key signs of each season. <ul style="list-style-type: none"> Seasonal changes- spring 		Identify some key signs of each season. <ul style="list-style-type: none"> Seasonal change- summer
		Talking about features of themselves. <ul style="list-style-type: none"> Our senses Our body 	<ul style="list-style-type: none"> Describe why the air moves Know about materials which act as a mirror 	<ul style="list-style-type: none"> Learn about rain, ice and water Know about snow and melting 	<ul style="list-style-type: none"> Know which things sink or float Talk about what plants need to survive 	<ul style="list-style-type: none"> Learn about insects and invertebrates Sequence and talks about the life cycle of chickens and eggs 	<ul style="list-style-type: none"> Impact of rubbish on our environment- Recycling / taking care of our world. Learn about diet and how to stay healthy
	Barefoot computing	Busy bodies		<ul style="list-style-type: none"> Winter Warmers 	<ul style="list-style-type: none"> Springtime 		<ul style="list-style-type: none"> Summer fun



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Educational programme for Expressive Arts and Design: 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. EYFS Statutory Framework 2021						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design	Music <ul style="list-style-type: none"> • Sing in a group or on their own, increasingly matching the pitch and following the melody. <ul style="list-style-type: none"> • Explore and engage in music making, performing solo or in groups • Listen attentively, and talk about music, expressing their feelings and responses. • Using the inter-related dimensions of music - • Pitch • Tempo • Dynamics 					
	Art & Design (Kapow) <ul style="list-style-type: none"> • Exploring mark making through different drawing materials. • Beginning to draw from observation using faces and self-portraits as a stimulus. 	Painting & mixed media <ul style="list-style-type: none"> • Exploring paint and painting techniques through nature, music and collaborative work. • Developing creativity through child-led exploration of mixed-media, making collages and transient art Seasonal crafts- Kapow-salt dough decorations <ul style="list-style-type: none"> • Manipulating salt dough and using a range of tools to create a Christmas decoration. 	Winter crafts- threaded snowflakes <ul style="list-style-type: none"> • Discover how snowflakes are made. • Use bead threading to make a snowflake decoration 		Media & Materials Simple 3D sculptures using dough/clay <ul style="list-style-type: none"> • Designing, creating and painting animal sculptures 	Drawing & Painting Adding details to observational drawings <ul style="list-style-type: none"> • Developing skills in observation, using pencils to draw and reflecting on whether their drawings show what they can see. (shells & flowers)
	Design & Technology (Kapow) <p style="text-align: center;">Hibernation boxes</p> Design and make a hibernation box. Understand what hibernation needs and why some animals hibernate.	<p style="text-align: center;">Mechanisms</p> <ul style="list-style-type: none"> • Make a Christmas card with a sliding mechanism 	<p style="text-align: center;">Junk modelling</p> <ul style="list-style-type: none"> • Explore and learn about various types of permanent and temporary join. • Tinker using a combination of materials and joining techniques in the junk modelling area 	<p style="text-align: center;">Structures- Boats</p> <ul style="list-style-type: none"> • Explore what is meant by 'waterproof', 'floating' and 'sinking', • Experiment and make predictions with various materials to carry out a series of tests. <p style="text-align: center;">Easter hanging decorations</p> <ul style="list-style-type: none"> • Design and create a hanging Easter egg decoration 		<p style="text-align: center;">Food- Rainbow salad</p> <ul style="list-style-type: none"> • Design a rainbow salad recipe • Create a rainbow salad and talk about the importance of healthy eating.



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Suggested Role Play (inside and outside)	<p>Use their imagination and draw on their experiences of narrative to create stories in their pretend play in collaboration with others</p> <ul style="list-style-type: none"> • Retell parts of a familiar story using of puppets, toys, small-world or role-play. <ul style="list-style-type: none"> • Use experiences and stories to develop storylines. • Use imagination to develop own storylines. • Take on different roles in pretend play. • Take part in a simple role play 'acting out' of a known story. • Create more complex narratives in their pretend play, building on the contributions of their peers. 					
	<p><i>Inside:</i> Home Corner, with different rooms represented. (E.g kitchen, lounge, child's bedroom) <i>Outside:</i> Picnic area/ flower Shop/ Explorer den</p>	<p><i>Inside:</i> High street- veg shop, party shop, chip shop <i>Outside:</i> Garage</p>	<p><i>Inside:</i> Home corner & school <i>Outside:</i> Garden centre</p>	<p><i>Inside:</i> Home corner & doctor's surgery <i>Outside:</i> Bus station</p>	<p><i>Inside:</i> Shoe shop <i>Outside:</i> Outdoor cinema</p>	<p><i>Inside:</i> Opticians <i>Outside:</i> The beach</p>



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	Autumn	Spring	Summer
British Values	<p>Democracy – We can work as a group to make decisions</p> <ul style="list-style-type: none"> • Collaboration, turn taking and sharing • Voting as a class on activities, themes, choice of snack, role play area, class rules • Helping children understand their role in the wider community of the class • Promoting an atmosphere of caring for others and valuing each other’s views and successes 	<p>The rule of law- We know why we have rules and we can follow them</p> <ul style="list-style-type: none"> • Atmosphere of choice in classroom. • Helping children understand their actions have consequences. • Making links with people who help us in the community e.g. Police • Stories about making the right choice • Helping children make the right choice and understand right from wrong. <p>Individual liberty - We know that everyone should be allowed to make their own choices and understand that our choices will affect other people.</p> <ul style="list-style-type: none"> • Celebration of individual achievements • Teaching self-worth and taking pride in ourselves • Allowing children to take charge of their own learning through child-initiated play 	<p>Mutual respect and tolerance of those with different faiths and beliefs- We know that everyone has different ideas, faiths and beliefs and it is important that we respect this.</p> <ul style="list-style-type: none"> • Using children’s interests and experiences to learn about different cultures • Learning about calendar events such as Chinese New Year, Diwali, Eid, Christmas. • Whole school cultural events- Diversity Day • Sharing stories from different cultures • Promoting the ethos of freely sharing opinions