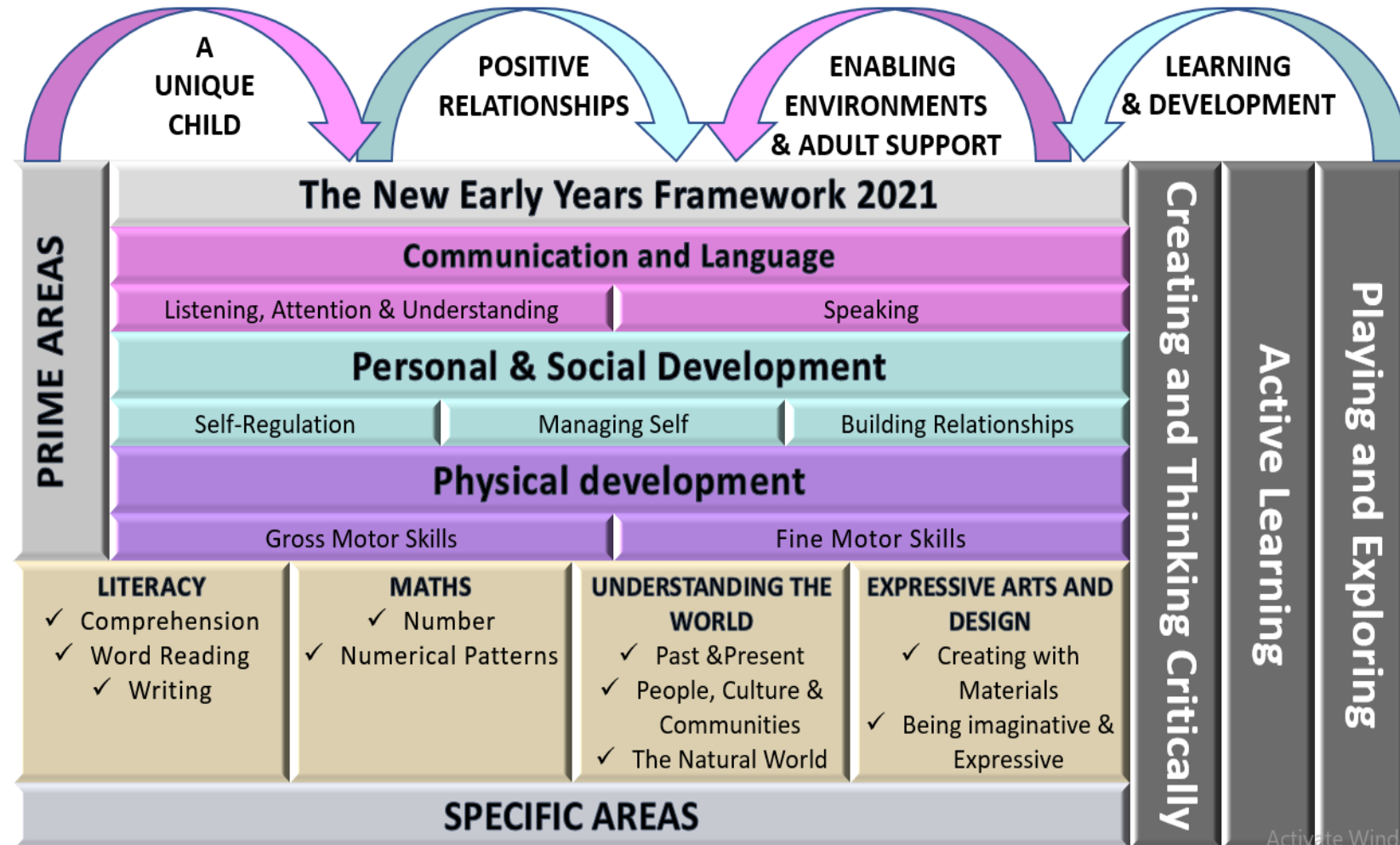


## Reception Long Term Plan

We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As a Reception team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2025 & children's interests.

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



# RECEPTION LONG TERM PLAN



AUTUMN 1



AUTUMN 2



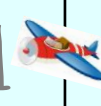
SPRING 1



SPRING 2



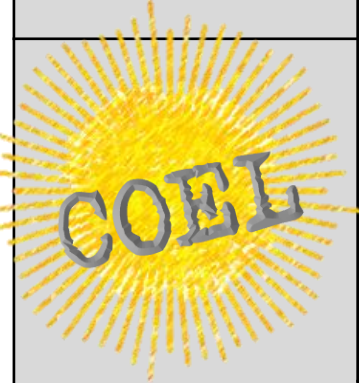
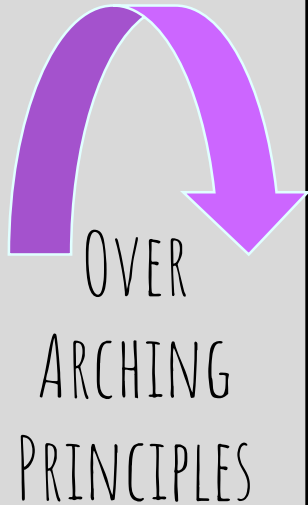
SUMMER 1



SUMMER 2

TOPIC	ALL ABOUT ME	STARRY NIGHT	WINTER WONDERS	LIFE CYCLES	ANIMALS AROUND THE WORLD	JOURNEYS
TOPIC FOCUS	Settling in to school life My family My interests and hobbies Making new friends Feeling safe My feelings Taking care of body Autumn	Shadows and light Keeping Safe at Night Nocturnal Animals Day and Night Vincent Van Gogh 'Starry Night' Diwali and Christmas	Whole-school book week focus (Week 1) Winter states of matter (freezing, melting)	Spring Growing beans/plants Observing caterpillars turning into butterflies Life cycle of a chicken, frog and butterfly	Animals from different Continents David Attenborough How animals are adapted to survive	Summer Holidays Airports Transport Ways to travel Transition to Year 1
TALK FOR WRITING TEXTS	The Colour Monster The Gruffalo The Leaf Thief Pumpkin Soup	Emily Brown and The Thing The Gruffalo's Child The Nativity	Lost and Found (Compassion) Robin's Winter Song (Bravery) Lunar New Year	Jack and the Beanstalk The Very Hungry Caterpillar The Tiny Seed	Handa's Surprise The Selfish Crocodile The Mixed-Up Chameleon	Mr Gumpy's Outing Lost and Found Naughty Bus
KEY VOCABULARY	feelings, emotions, happy, sad, angry, worried friend, share, turn-taking, kindness, help autumn, season, leaves, acorn, conker, harvest colour, mix, shade, light, dark family, home, body, senses, unique, friendship, difference, similarities, healthy	Nocturnal, daytime, night, dark, shadow, light bright, dim, reflect, glow celebration, Diwali, Christmas, nativity winter, cold, frosty creature, forest, den (linked to <i>Gruffalo's Child</i> )	winter, freeze, melt, ice, snow, frost solid, liquid, change, temperature tradition, festival, Lunar New Year, dragon, lantern describe, cold, shiver	lifecycle, change, grow, transform seed, plant, root, stem, leaf, soil caterpillar, cocoon, chrysalis, butterfly frogspawn, tadpole, frog (if available) sequence, cycle, beginning, middle, end	continent, Africa, Asia, Europe, America, Australia, Antarctica habitat, environment, adapt, survive predator, prey, carnivore, herbivore, omnivore scales, fur, feathers, claws vet, care, wild, tame	transport, travel, journey, map, route vehicle, car, train, boat, plane, bus holiday, seaside, luggage, passport move, speed, direction, distance next, then, after, finally
'WOW' MOMENTS	Autumn Treasure Trail Visit by the Dentist Visit by a nurse/doctor Protective behavior (last week linked to key person) Harvest Time	Guy Fawkes / Bonfire Night Diwali Remembrance day Anti- Bullying Week Christmas Time / Nativity Nocturnal Animal Visit Shadow play theatre Nativity performance	Ice Investigation Lunar New Year Dragon Dance Weather Station Winter Walk	Caterpillar to Butterfly Observation Grow a Bean plant Frog spawn discovery Hatching chicks Science Week	Visit to Cotswold Wildlife Visit by a vet	Holiday Show and Tell Fire engine visit Police visit Paramedic visit Journeys assembly to parents

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	STARRY NIGHT	WINTER WONDERS	LIFE CYCLES	ANIMALS AROUND THE WORLD	JOURNEYS
  	<p align="center"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Quinton Primary School, in Nursery, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.' EYFS Team</i></p> <p align="center"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p>					

# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	STARRY NIGHT	WINTER WONDERS	LIFE CYCLES	ANIMALS AROUND THE WORLD	JOURNEYS
<p>OUR VALUES</p> <p>SHARING CIRCLES</p> <p>These will mirror the principles and values of our school</p> <p><b>Be Ready, Be Respectful and Be Safe</b></p>	<p><b>Mutual respect</b> We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.</p> <p><b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p> <p><b>Rule of law</b> We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p> <p><b>Individual liberty</b> We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p> <p><b>Democracy</b> We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> <p><b>Recap all British Values</b> Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p> <p><i>Weekly whole class assembly's are linked to British Values.</i></p>					
ASSESSMENT OPPORTUNITIES	Baseline data on entry Assessments end of term 1 Provision map Statutory RBA Tests	On going assessments Pupil progress meetings Parents evening End of term 2 Assessments	Internal/external moderations Update provision map End of term assessments	Pupil progress meetings Parents evening Update provision map End of term 2 assessments	Update provision map End of term 1 assessments	Pupil progress meetings Children's reports Transition Update provision map Report GLD
PARENTAL INVOLVEMENT	Harvest Assembly Celebration of learning Curriculum Evening Weekly News Shared	Parents evening Nativity Christmas Afternoon Weekly News Shared	Celebration of Learning Weekly News Shared	Celebration of Learning Parents Evening Weekly News Shared	Celebration of Learning Weekly News Shared	Whole class assembly Celebration of Learning Weekly News Shared




# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	STARRY NIGHT	WINTER WONDERS	LIFE CYCLES	ANIMALS AROUND THE WORLD	JOURNEYS
COMMUNICATION AND LANGUAGE	<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>, practitioners 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 a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, 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 a <b>rich range of vocabulary</b> and <b>language structures</b>.</p>					
Whole Reception Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, talk for writing, talk partners, speech and language interventions, EYFS performances, and weekly interventions.	<p>Listen attentively to stories, instructions, and peers</p> <p>Recall key events and details from stories</p> <p>Use vocabulary related to feelings, family, and autumn</p> <p>Follow multi-step instructions</p> <p>Retell stories using beginning, middle, end</p> <p>Participate in discussions and ask questions</p>	<p>Listen attentively to longer stories, noticing key details</p> <p>Retell stories with beginning, middle, end</p> <p>Use vocabulary relating to night/day, festivals, shadows</p> <p>Ask and answer questions to clarify understanding</p> <p>Participate in small group discussions and circle time</p>	<p>Listen to information about weather, winter, and festivals</p> <p>Use descriptive language to talk about weather, ice, and snow</p> <p>Ask and answer questions to understand stories and events</p> <p>Participate in discussions about Lunar New Year and traditions</p> <p>Retell stories and events in logical order</p> <p>Extend sentences using conjunctions</p>	<p>Explain changes and sequence events</p> <p>Use specific vocabulary: caterpillar, chrysalis, butterfly, seed, shoot</p> <p>Ask and answer questions about plants and animals</p> <p>Retell stories and real events with detail</p> <p>Participate in discussions about caring for living things</p> <p>Extend sentences with adjectives and conjunctions</p>	<p>Use vocabulary to describe animals, habitats, and continents</p> <p>Ask and answer questions during vet visit and wildlife trip</p> <p>Retell stories and personal experiences with descriptive language</p> <p>Discuss animal adaptations and survival strategies</p> <p>Extend sentences using conjunctions and adjectives</p>	<p>Recount personal journeys and holidays in full sentences</p> <p>Ask and answer questions about travel experiences</p> <p>Retell stories with correct sequencing</p> <p>Use travel-related vocabulary (vehicle, route, map)</p> <p>Extend sentences using conjunctions and adjectives</p> <p>Engage in discussions about transition to Year 1</p>



# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	STARRY NIGHT	WINTER WONDERS	LIFE CYCLES	ANIMALS AROUND THE WORLD	JOURNEYS
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and 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 supported 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> .					
MANAGING SELF	Show awareness of own feelings and those of others Build relationships and develop empathy Take turns, share, and cooperate in play Develop confidence in new situations Express needs and ideas clearly	Build confidence in group settings Recognise and celebrate differences Cooperate and share in play and activities Express emotions and feelings appropriately	Develop resilience and independence Work collaboratively and take turns Express feelings about winter experiences	Develop empathy and care for living things Work cooperatively in planting and observation activities Express pride in achievements	Express care for animals and the environment Work cooperatively in groups Show confidence in presentations	Prepare for Year 1 routines and expectations Build confidence and independence Show cooperation and empathy
SELF - REGULATION	Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b> . Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b> . Give <b>focused attention to what the teacher says</b> , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.			<p><i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i></p> 		
LINK TO BEHAVIOUR FOR LEARNING	<ul style="list-style-type: none"> <li>✓ <b>Controlling own feelings and behaviours</b></li> <li>✓ <b>Applying personalised strategies to return to a state of calm</b></li> <li>✓ <b>Being able to curb impulsive behaviours</b></li> <li>✓ <b>Being able to concentrate on a task</b></li> <li>✓ <b>Being able to ignore distractions</b></li> <li>✓ <b>Behaving in ways that are pro-social</b> <ul style="list-style-type: none"> <li>✓ <b>Planning</b></li> <li>✓ <b>Thinking before acting</b></li> <li>✓ <b>Delaying gratification</b></li> </ul> </li> <li>✓ <b>Persisting in the face of difficulty.</b></li> </ul>					



# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	STARRY NIGHT	WINTER WONDERS	LIFE CYCLES	ANIMALS AROUND THE WORLD	JOURNEYS
<b>PHYSICAL DEVELOPMENT</b>  <b>FINE MOTOR</b> Continuously check the process of children's mark making Provide extra help and guidance when needed.  <b>GROSS MOTOR</b>  DAILY OPPORTUNITIES FOR FINE AND GROSS MOTOR ACTIVITIES	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 <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. 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 <b>early literacy</b> . 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 <b>proficiency, control and confidence</b> .					
	Hold pencils and crayons correctly; use scissors to cut along straight lines; manipulate dough, threading beads, and simple tools; practice basic hand-eye coordination.	Refine pencil grip; cut along curved lines; form letters more accurately; manipulate small objects for crafts and shadow puppets; begin using a knife and fork effectively.	Use a tripod grip; begin to control letter formation; use tools for art and science activities (ice manipulation, pouring liquids); engage in cutting, threading, and drawing with increasing precision.	Plant seeds and care for plants; manipulate tweezers and small tools for observation tasks; form letters and numbers accurately; use scissors for complex shapes; begin joining materials in craft activities	Model animals with clay or playdough; draw detailed observations; use a range of tools for construction and craft; form cursive letters (if appropriate); demonstrate controlled cutting, folding, and gluing techniques.	Build and manipulate transport models; draw maps and diagrams; maintain precise letter and number formation; use a range of tools independently; engage in detailed craft and role-play activities requiring dexterity.
	Run, jump, climb, and balance with increasing coordination; negotiate space safely; begin using playground equipment confidently.	Refine balance and coordination; move creatively in response to music and shadow play; start skipping and hopping on one foot.	Travel with confidence and skill over different surfaces; combine movements smoothly (e.g., run then jump); develop strength and coordination for winter-themed outdoor play.	Demonstrate improved balance and agility; negotiate small climbing equipment; participate in relay and movement games; control speed and direction in running games.	Move confidently in a range of ways, negotiating space and obstacles; engage in animal-inspired movement games; develop stamina for longer outdoor activities.	Participate in obstacle courses simulating journeys; combine movements for purposeful tasks (running, jumping, climbing); refine ball skills (throwing, catching, kicking).
	From Development Matters 20':  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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					



# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	STARRY NIGHT	WINTER WONDERS	LIFE CYCLES	ANIMALS AROUND THE WORLD	JOURNEYS
<p>WORD READING COMPREHENSION</p> <p>DEVELOPING A PASSION FOR READING</p> <p>Children will have a selection of library books to choose and share with their parents at home, books in areas of the provision will be linked to topic and the children's interests, many shared stories read as a class in groups and 1:1 throughout the week</p> <p>PHONICS</p> <p>Any children seen to be struggling will receive daily intervention and we will work closely with parents in order to close the gap</p>	<p>It is crucial for children to develop <b>a 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 rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>					
	<p>Listen to stories attentively and recall key events</p> <p>Join in with repeated refrains</p> <p>Begin to understand story sequencing (beginning, middle, end)</p> <p>Recognise some familiar words and environmental print</p> <p>Discuss illustrations and predict what might happen next</p>	<p>Retell stories using beginning, middle, and end</p> <p>Discuss characters' feelings and motivations</p> <p>Answer simple questions about stories</p> <p>Make predictions and inferences from text and pictures</p> <p>Explore non-fiction books related to nocturnal animals and festivals</p>	<p>Listen to and discuss stories with longer sentences</p> <p>Retell stories in sequence with detail</p> <p>Discuss non-fiction texts (winter, Lunar New Year) and ask/answer questions</p> <p>Begin to identify main ideas and key facts in a story or information text</p> <p>Make simple inferences from pictures and text</p>	<p>Retell stories with increasing detail and vocabulary</p> <p>Discuss life cycles and sequence events logically</p> <p>Ask and answer questions about non-fiction texts on plants and animals</p> <p>Begin to infer why events happen in stories and information books</p> <p>Explore new vocabulary related to life cycles, growth, and plants</p>	<p>Retell familiar stories with confidence and detail</p> <p>Explore non-fiction texts about animals and habitats</p> <p>Compare and contrast characters or animals in stories</p> <p>Make predictions based on prior knowledge and text clues</p> <p>Answer more complex questions, including why and how</p>	<p>Retell stories including events and feelings</p> <p>Discuss sequence and cause/effect in stories</p> <p>Explore maps, travel books, and non-fiction texts</p> <p>Infer character intentions and outcomes</p> <p>Ask questions to clarify understanding and extend vocabulary</p>
	<p>Recap Level 1: environmental sounds, rhythm and rhyme</p> <p>Level 2: initial sounds, letter-sound correspondence</p> <p>Begin blending simple CVC words</p> <p>Introduce letter formation and handwriting practice</p>	<p>Consolidate Level 2: initial sounds, blending CVC words</p> <p>Begin Level 3: digraphs (sh, ch, th, ng)</p> <p>Blend and segment three-letter words with digraphs</p> <p>Begin segmenting words for spelling simple CVC words</p> <p>Practice accurate letter formation and pencil control</p>	<p>Consolidate Level 3: digraphs and trigraphs (igh, ear, air)</p> <p>Blend and segment words with digraphs/trigraphs</p> <p>Begin reading simple sentences independently</p> <p>Begin to spell simple words using known phonics</p> <p>Practice accurate letter formation and spacing</p>	<p>Level 3 consolidation → begin Level 4: more complex digraphs/trigraphs</p> <p>Blend and segment longer words (CCVC, CVCC)</p> <p>Read simple sentences independently and with expression</p> <p>Begin to spell words and simple sentences using phonics knowledge</p> <p>Accurate letter formation, including ascenders and descenders</p>	<p>Level 4 consolidation: longer words and alternative spellings</p> <p>Blend and segment multisyllabic words</p> <p>Read sentences independently with fluency</p> <p>Begin spelling words with adjacent consonants and longer blends</p> <p>Maintain accurate letter formation and spacing</p>	<p>Level 2/3/4 consolidation and tricky words</p> <p>Blend and segment complex words and sentences</p> <p>Read independently with comprehension and expression</p> <p>Begin to write extended sentences using known phonics</p> <p>Maintain consistent letter formation and neat handwriting</p>

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








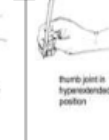



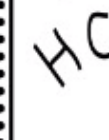
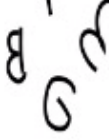









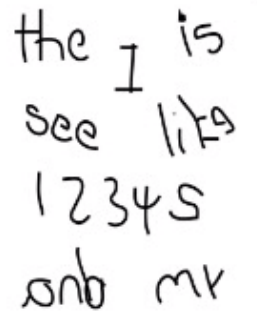


# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	STARRY NIGHT	WINTER WONDERS	LIFE CYCLES	ANIMALS AROUND THE WORLD	JOURNEYS
LITERACY - WRITING  TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS	<p>Begin to hold a pencil correctly and form recognisable letters. Mark making and early attempts at writing own name.</p> <p>Copy simple words and labels from adults.</p> <p>Begin to write initial sounds from CVC words.</p> <p>Join in with repeated refrains in stories, attempting to write key words.</p> <p>Encourage drawing and labeling pictures to represent ideas.</p> <p><b>Mark making, letter formation, initial sounds.</b></p>	<p>Start to form letters correctly and consistently. Write simple CVC words independently.</p> <p>Attempt to write simple captions and labels for pictures.</p> <p>Retell short stories and write key words from memory.</p> <p>Begin to use spaces between words in simple attempts.</p> <p>Encourage descriptive vocabulary in writing about characters and settings.</p> <p><b>CVC writing, simple captions, beginning of spacing.</b></p>	<p>Write short sentences using known phonics and tricky words.</p> <p>Sequence sentences to recount events or stories.</p> <p>Use descriptive language to write about winter and festival topics.</p> <p>Draw diagrams or maps with labels for winter investigations and Lunar New Year activities.</p> <p><b>Begin to write independent simple phrases that can be read by others</b></p>	<p>Write sequences of sentences describing life cycles (plants, caterpillars, frogs).</p> <p>Use adjectives and conjunctions (and, because) to extend sentences.</p> <p>Spell common CVC and tricky words correctly.</p> <p>Write captions for observations and simple explanations.</p> <p>Begin to structure writing with beginning, middle, and end.</p> <p>Develop neat handwriting with consistent letter sizing and formation.</p> <p><b>Begin to write independent simple phrases that can be read by others</b></p>	<p>Write short narratives about animal adventures and adaptations.</p> <p>Compose non-fiction sentences about animals and habitats.</p> <p>Use descriptive and comparative language in writing.</p> <p>Spell increasingly complex words using phonics knowledge.</p> <p>Write extended sentences, linking ideas with conjunctions.</p> <p><b>Write independent simple phrases that can be read by others</b></p>	<p>Write independently about personal experiences and journeys.</p> <p>Retell stories and events using detailed sequences.</p> <p>Use a range of vocabulary to describe experiences.</p> <p>Spell common and irregular words correctly.</p> <p>Write longer narratives or reports, including descriptive and expressive language.</p> <p>Prepare for Year 1 writing expectations with confident sentence construction and neat handwriting.</p> <p><b>Write independent simple phrases that can be read by others</b></p>

## PENCIL GRIP & CONTROL Progression Map

FLISTED GRIP	DIGITAL PRONATE GRIP	HIGH INDEX	4 FINGER GRIP	HOOKEED WRIST OR EXTENDED WRIST	CROSS THUMB	THUMB TUCK	JOINT OF INDEX FINGER AND THUMB IN A FLEXED POSITION	INDEX FINGER JOINT IN HYPER EXTENDED POSITION	THUMB IN HYPER EXTENDED	STATIC TRIPOD GRIP 3 FINGER GRASP ALL FINGERS MOVE AS ONE	LATERAL TRIPOD	DYNAMIC TRIPOD GRIP
1-2 YEAR S	2-3 YEARS	3-4 YEARS	4-6 YEARS								6-7 YEARS	
												
Pencil is held in the palm. All fingers and thumb are used. Movement is from the shoulder, the arm and the hand move as a unit. Light scribbles are produced with this pencil grip.	All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page. Movement comes mostly from the elbow and the shoulder is now stabilized. Horizontal lines, vertical lines and simple humans can be drawn with this grip.	Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger. Movement occurs from the wrist; the hand and fingers move as a whole unit. Zigzag lines, crossed lines and simple humans can be drawn with this grip.	A three-finger grasp, where the thumb, index finger and middle finger work as one unit. Movement is usually from the wrist with this static grasp. A static tripod grip has a fourth finger involved. Triangles, circles and squares can be copied with this grip.								Pencil is held in a stable position between the thumb, index and middle finger. The ring and little fingers are bent and rest comfortably on the table. The index finger and thumb form an open space. Movement comes from the fingertips. This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.	

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcanr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wat to play withf the white board and the shapes and I won to play with my fch (Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and Thay got lost I fad Thim. The end (One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>



# RECEPTION LONG TERM PLAN

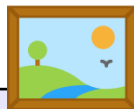
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	STARRY NIGHT	WINTER WONDERS	LIFE CYCLES	ANIMALS AROUND THE WORLD	JOURNEYS
MATHS	<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. 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>, spot <b>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. (development Matters 2020)</p>					
	<p><b>Number:</b> Recap 1–3 and subitise within 3. Count objects accurately using one-to-one correspondence. Compare quantities using more, fewer, same. Begin to recognise numerals 1–3. Explore composition of numbers 1–3 (e.g., 2 is 1+1).</p> <p><b>Number Patterns:</b> Sort and match objects by shape, size, and colour. Explore simple repeating patterns with colours or shapes. Explore one-step patterns in the environment (e.g., footsteps, claps).</p> <p><b>Numbers to 3, subitising, simple patterns.</b></p>	<p><b>Number:</b> Extend counting to 5. Subitise within 5. Compare groups of objects (fewer, more, same). Begin to understand addition as combining two groups. Recognise numerals 1–5.</p> <p><b>Number Patterns:</b> Continue repeating patterns and extend sequences. Explore pattern in shapes and numbers. Begin identifying odd and even patterns through practical activities.</p> <p><b>Numbers to 5, addition as combining, repeating patterns.</b></p>	<p><b>Number:</b> Count to 10 and beyond. Subitise within 5–10. Understand part-whole relationships for numbers to 10. Introduce simple addition and subtraction within 10 using objects and fingers. Recognise numerals 6–10.</p> <p><b>Number Patterns:</b> Identify and continue patterns with numbers and objects. Explore doubling and halving using practical resources. Recognise more complex repeating patterns in the environment.</p> <p><b>Numbers to 10, part-whole, simple addition/subtraction, doubling/halving.</b></p>	<p><b>Number:</b> Develop fluency in numbers to 10 and begin to explore numbers beyond. Confidently recall number bonds within 5 and 10. Solve simple addition and subtraction problems using practical objects. Explore composition of numbers in different ways (e.g., <math>5 = 2+3</math>, <math>1+4</math>).</p> <p><b>Number Patterns:</b> Extend and create repeating and symmetrical patterns. Explore spatial patterns and arrangements (e.g., seed planting in rows, butterfly symmetry). Begin to use mathematical language to describe patterns (e.g., more, fewer, equal, bigger, smaller).</p> <p><b>Fluency to 10+, number bonds, composition, symmetry and spatial patterns.</b></p>	<p><b>Number:</b> Consolidate number bonds to 10 and beyond. Count reliably up to 20 objects. Solve addition and subtraction problems using objects and pictorial representations. Compare numbers and quantities using mathematical language.</p> <p><b>Number Patterns:</b> Recognise, describe, and extend patterns with increasing complexity. Explore patterns in animals (stripes, spots, scales) and habitats. Introduce simple multiplication as repeated addition through practical examples (e.g., legs on animals).</p> <p><b>Numbers to 20, problem solving, extended patterns, real-life pattern links.</b></p>	<p><b>Number:</b> Count beyond 20 and begin to explore place value (tens and ones). Confidently recall number bonds to 10 and 20. Solve addition and subtraction problems with increasing complexity. Explore simple doubling and halving of numbers up to 20. Introduce basic measurement concepts (length, height, distance) using numbers.</p> <p><b>Number Patterns:</b> Continue exploring repeating and growing patterns. Explore number sequences in real-life contexts (journeys, steps, transport schedules). Describe patterns verbally and record using simple representations.</p> <p><b>Numbers beyond 20, number bonds to 20, doubling/halving, measurement, sequences, and real-life pattern application.</b></p>



# RECEPTION LONG TERM PLAN

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	STARRY NIGHT	WINTER	LIFE CYCLES	ANIMALS AROUND THE WORLD	JOURNEYS
<b>UNDERSTANDING THE WORLD FESTIVALS</b>  Children will understand and value the differences of individuals and groups within their own community.  Children will continue to develop their emerging moral and cultural awareness.	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 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.					
	<b>Topic Focus:</b> Friendship, emotions, family, Autumn, Harvest  Explore and talk about family and relationships. Observe seasonal changes in Autumn. Explore senses and body parts. Begin to talk about events in their own life. Use simple ICT tools (tablet, camera) to record observations. Begin to show curiosity about the natural world.	<b>Topic Focus:</b> Nocturnal animals, shadows, Diwali, Christmas  Observe and describe nocturnal animals and their habitats. Explore light and shadow using torches and natural light. Compare day and night. Learn about cultural celebrations (Diwali, Christmas) and their practices. Explore simple maps and globes to locate different environments. Use ICT to research information or capture learning.	<b>Topic Focus:</b> Winter, weather, Lunar New Year  Observe and describe seasonal changes in winter. Explore states of matter: ice, water, snow (freezing, melting). Discuss weather patterns and changes over time. Explore Lunar New Year traditions and cultural practices. Begin to make simple predictions and ask questions about changes in the environment. Record observations using drawings, labels, or digital tools.	<b>Topic Focus:</b> Caterpillars/butterflies, frogspawn, bean seeds  Observe life cycles of animals and plants. Record observations and changes over time. Discuss and compare growth of plants and animals. Explore what plants need to grow. Use appropriate vocabulary: caterpillar, chrysalis, butterfly, tadpole, seed, shoot. Use ICT or visual aids to sequence life cycles. Begin to make simple comparisons and note differences.	<b>Topic Focus:</b> Animals, continents, habitats, vet visit, wildlife park  Learn about animals from different continents. Compare animal adaptations and habitats. Explore similarities and differences between animals. Use maps and globes to locate continents and countries. Record observations and comparisons in pictures or simple charts. Use ICT to research animals and their environments.	<b>Topic Focus:</b> Transport, holidays, transitions  Explore different modes of transport and how people travel. Use maps and simple directional language to describe journeys. Compare journeys to different destinations. Discuss personal experiences and recount trips or holidays. Begin to understand the concept of past, present, and future. Record journeys using drawings, simple maps, or ICT tools.

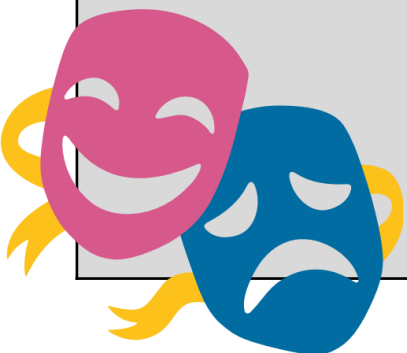




# RECEPTION LONG TERM PLAN










	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ALL ABOUT ME	STARRY NIGHT	WINTER WONDERS	LIFE CYCLES	ANIMALS AROUND THE WORLD	JOURNEYS
EXPRESSIVE ARTS AND DESIGN	<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 understanding, <b>self-expression, vocabulary and ability to communicate through the 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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	<p><b>Topic Focus:</b> Friendship, emotions, family, Autumn, Harvest</p> <p><b>Art &amp; Design:</b> Explore colour mixing to represent emotions (linked to The Colour Monster), create self-portraits, make autumn leaf crafts.</p> <p><b>Music (Kapow):</b> Explore sounds using voices and instruments; respond to different moods in music; join in with songs and rhymes.</p> <p><b>Imaginative Play:</b> Role-play home and family scenarios; explore feelings through dramatic play.</p>	<p><b>Art &amp; Design:</b> Create shadow puppets, Diwali lanterns, Christmas decorations; explore light/dark contrasts in art.</p> <p><b>Music (Kapow):</b> Learn songs linked to nocturnal animals and festivals; explore dynamics (loud/soft) and tempo (fast/slow).</p> <p><b>Nativity</b></p> <p><b>Imaginative Play:</b> Act out nativity story and nocturnal animal role-plays; Gruffalo Child's cave to act out the story, explore fantasy stories in drama.</p>	<p><b>Art &amp; Design:</b> Create winter landscapes using mixed media; make dragon masks and lanterns for Lunar New Year.</p> <p><b>Music (Kapow):</b> Explore rhythm and pitch using percussion instruments; sing winter songs; learn simple patterns and accompaniments.</p> <p><b>Imaginative Play:</b> Explore winter-themed role play; act out Lunar New Year celebrations.</p>	<p><b>Art &amp; Design:</b> Observe and draw plants and animals; create life cycle diagrams; make 3D models of butterflies and plants.</p> <p><b>Music (Kapow):</b> Explore sounds and tempo to represent life cycles; compose simple musical stories for transformation and growth.</p> <p><b>Imaginative Play:</b> Role-play animal and plant life cycles; retell stories through drama.</p>	<p><b>Art &amp; Design:</b> Create animal prints and patterns; model animals using clay/playdough; explore textures in different habitats.</p> <p><b>Music (Kapow):</b> Learn songs about animals from different continents; explore music representing different environments and cultures; use instruments to represent animal movements.</p> <p><b>Imaginative Play:</b> Act out animal stories and safari adventures; explore cultural stories through role play.</p>	<p><b>Art &amp; Design:</b> Create models of vehicles and maps; explore perspective in landscapes; use collage to represent journeys.</p> <p><b>Music (Kapow):</b> Explore rhythm and beat to represent different modes of transport; compose musical sequences for journey stories.</p> <p><b>Imaginative Play:</b> Role-play travelling scenarios; act out stories about journeys and holidays.</p>





# RECEPTION LONG TERM PLAN

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

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