



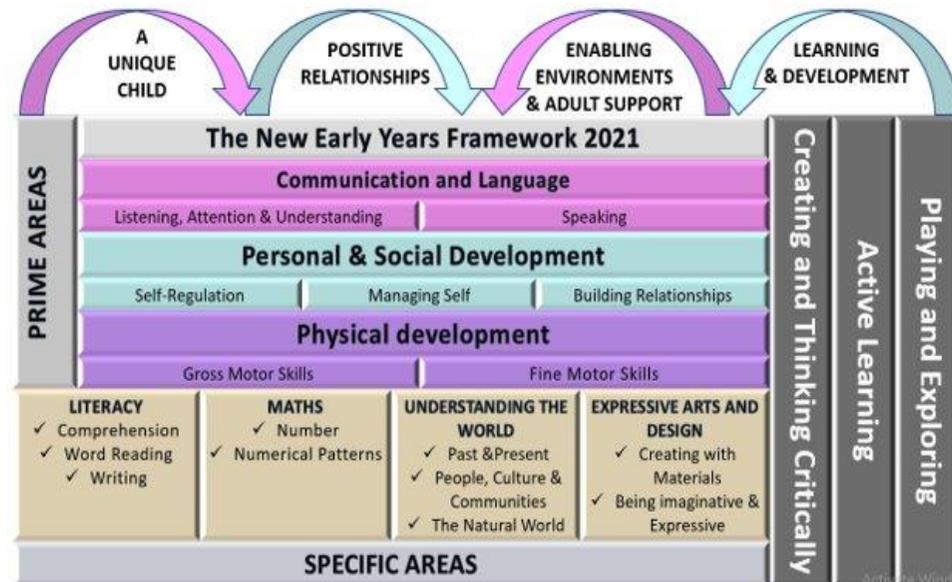
Reception Long Term Plan 2023/2024

St Minver School children's individual needs and abilities are recognised and celebrated. St Minver School is a place where children are happy, confident, and secure in the knowledge that they are valued and listened to, where they can be excited and challenged in a stimulating environment that promotes and supports learning at all levels.

St Minver School is at the centre of the community and accessible to all. We recognise the importance of the early years and aim to give the children the best possible start to their education; a secure foundation that will be built upon.

Children are ready to learn, and we aim to promote and nurture their learning in our warm, caring, and safe environment.

We recognise the importance of a strong partnership between parents, carers, and staff at school. It is essential to the child's success that we work together, and we encourage parents to actively participate in their child's development by supporting their learning at home, attend parents' meetings and positively contribute to their learning journeys.





Reception Long Term Plan 2023/2024

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------------|--|--------------------------|---------------------------------|----------------------------|----------------------------|----------------------|
| | Nice to Meet You | Do You Remember When...? | Big Adventures with Little Feet | Home is Where the Heart is | How do your legs help you? | In a land faraway... |
| Over Arching Principles | Characteristics of Effective Learning | | | | | |
| | <p>Playing and Exploring: 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 support their learning.</p> <p>Active Learning: 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 learner they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and Thinking Critically: 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> | | | | | |
| | Lenny Lion’s Learning Zoo | | | | | |
| | <i>Go for it Gorilla, Exploring Elephant, I know Rhino, Proud Peacock, Concentrating Crocodile, Persevering Parrot, Choosing Chimp, Creative Chameleon, Slinky Linky Snake</i> | | | | | |
| | <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong, and 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>Enabling Environments: Children learn and develop well in safe and secure environment 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>Learning and Development: Children develop and learn at different rates (not in different ways as it stated in 2017). We must be aware of children who need greater support than others.</p> <p style="text-align: center;"><i>PLAY: 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. It 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.</i></p> <p style="text-align: center;">Children will learn and develop well and will be kept healthy and safe at ALL times.</p> | | | | | |



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| General Themes <i>(NB These themes may be adapted at any point to allow for children's interests)</i> | Starting school Making friends Getting to know each other and the environment Autumn Harvest | Celebrations – how do your family celebrate? Remembrance Bonfire Night – taking risks/preventing accidents Diwali – how do other people celebrate? Christmas | Winter into Spring Our School – where are we? My journey – baby to child/my experiences What might life be like for a child from another culture? Chinese New Year Compare our locality to somewhere around the world | Our locality including our houses and homes Cornwall, Our Home – gratitude for where we live Looking after our local area – beach cleans, litter picks Easter St Piran | Minibeasts Habitats Classification How have minibeasts evolved? Lifecycles – frog, butterfly, chicken | Flowers/plants Growth Jack and the Beanstalk Cornish Giants Transition Using skills developed through the year |
| High Quality Texts | TFW: Rosie's Walk The Colour Monster Only One You Hair Love Super Duper You Makes Me Me? The Growing Story | TFW: Owl Babies Tree Room on the Broom Gruffalo Diwali – Rama and Sita The Christmas Story Percy The Park Keeper The Jolly Postman | TFW: The Marvellous Moon Map Storm Little Cloud How to Catch a Star | TFW: What the Ladybird Heard We're Going on a Bear Hunt The Snail and the Whale Rumble in the Jungle I am Tiger You can't take an Elephant on a Bus | TFW: Oi Frog! The Very Hungry Caterpillar Lola Plants a Garden Ten Seeds Supertato The Runaway Pea Non-fiction books on Lifecycle | TFW: Jack and the Beanstalk Smartest Giant in Town Giants – Martin Waddell |
| Enrichments | Sponsored Welly Walk – Porthilly Cooking pumpkin soup/making bread | Walk in the local area (post-box) Christmas cinema trip 'Secret Room' Owl Sanctuary visit | Walks in the local area – The Point, preschool playground | Trip to Pentire Head (National Trust) Dentist visit Nutritionist visit Beach clean | Visit from minibeast expert? Theatre or cinema trip? Trip to Wadebridge? – library, park (minibeast hunting) | Ferry to Padstow and trip to lobster hatchery Trip to local park/Porthilly Trip to Screech Owl Sanctuary |



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| 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 will be supported to manage emotions, develop positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and to 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 making healthy eating choices and manage personal needs independently. Through supported interaction with other children, they will learn how to make good friendships, co-operate, and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life. | | | | | |
| Jigsaw | Being Me in My World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
| Themes | Who Me...? How am I feeling today? Being at school Gentle Hands Our rights Our responsibilities | What I am good at I’m special, I’m Me Families Houses and Homes Making friends Standing up for yourself | Challenge Never giving up Setting a goal Obstacles and support Flight to the Future Award Ceremony | Everybody’s Body We like to Move it, Move it! Food Glorious Food Sweet Dreams Keeping Clean Stranger Danger | My Family and Me! Make Friends, Make Friends, Never Ever Break Friends! Falling out and Bullying Being the Best Friend we can be | My Body Respecting My Body Growing Up Growth and Change Fun and Fears Celebration |
| Supporting Texts | Hands are not for hitting – Martine Agassi Dogger – Shirley Hughes | Naked Trevor – Rebecca Elliot Barry the Fish with Fingers – Sue Hendra The Hueys in the new jumper – Oliver Jeffers Forget me not beautiful buttercup – Michael Broad The dog and the dolphin – James Dworkin | Love Monster – Rachel Bright Don’t Worry Hugless Douglas – David Melling The Hare and the Tortoise – Aesop Fable The Jungle Run – Tony Milton | Not everyone is nice – Ann Tedesco Little Red Riding Hood | George and Martha: The Complete Stories of Two Best Friends – James Marshall | Look inside your body – Louie Stowell Tell Me what it’s like to be big – Joyce Dunbar The Huge Bag of Worries – Virginia Ironside |



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| British Values | Mutual Respect 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 respected and celebrated. | Mutual Tolerance 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. Done through celebrations. | Rule of Law 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. Class Rules School Rules | Individual Liberty 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. | Democracy 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. | Recap 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. |
| Significant Person | Marcus Rashford | Sir Captain Tom Moore | Helen Sharman/Mae Jemison | Greta Thunberg | David Attenborough | Mary Anning |
| Assessment Opportunities | In-house baseline data National Baseline Data collection Phonics assessments | On-going assessments Pupil progress meetings In-house moderation End of term assessments Phonics assessments | GLD predictions for EOY Cluster moderation Phonics assessments | Pupil progress meetings End of term assessments Phonics assessments | Cluster moderation Phonics assessments | Pupil progress meetings Transition meetings EOY data Formal written report |
| Parental Involvement | Tour of classroom Welcome meeting Reading information session Parent/teacher meeting Harvest Breakfast | Parent forum Nativity Christmas Fayre Wake & Shake/Coffee morning Open Classrooms | World Book Day – book snuggles Share Learning Journeys | Parent/teacher meeting Easter Bonnett parade Wadebridge Speech and Language Festival Wake & Shake/coffee morning Parent forum | Sports Day Colour Run | Class assembly Wake and Shake/Coffee morning Parent Forum |
| School Events | Harvest Breakfast sponsored welly walk Black History Month - October | Christmas Fayre Nativity Cinema Trip | World Book Day Comic/Sport relief Science Week Safer Internet Day | St Pirans Day Easter Bonnet Parade | Sports Day | Leavers' Play |



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| <p>Physical Development</p> <p><i>We aim to: Develop a love of physical activity for life. Develop the physical literacy journey in all learners. Further enhance social, emotional and physical wellbeing in all children</i></p> <p><i>Fine Motor: Continuously monitor the process of children's handwriting (pencil grip and letter formation, including directionality).</i></p> | <p>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, coordination, 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 coordination, 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.</p> | | | | | |
| | <p>Threading, cutting, weaving, playdough. Fine motor activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil grip. Taking shoes off and putting them on.</p> | <p>Threading, cutting, weaving, playdough. Fine motor activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> | <p>Threading, cutting, weaving, playdough. Fine motor activities. Begin to form letters correctly. Handle tools, objects, construction, and malleable materials with increasing control. Encourage children to draw freely. Holding small items/button clothing/zips. Cutting with scissors.</p> | <p>Threading, cutting, weaving, playdough. Fine motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters mostly correctly formed.</p> | <p>Threading, cutting, weaving, playdough. Fine motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line, like a circle.</p> | <p>Threading, cutting, weaving, playdough. Fine motor activities. Form letters correctly. Cut a shape out using scissors. Begin to draw diagonal lines, like a triangle. Start to colour inside the lines of a picture. Draw pictures that are recognisable. Build things with smaller linking blocks, such as Lego.</p> |
| | Leap into Life | | | | | |
| | <p>Functional Movement Progression 1 – Gait, Skip and Jump</p> <p>Movement Concepts – Progression 1 – Spatial Awareness</p> | <p>Functional Movement - Progression 3 To develop lunge technique, bent knees, upright body to front, side and back.</p> <p>Movement Concepts - Progression 2</p> | <p>Functional Movement Progression 5 - To direct body weight to support a push or pull action.</p> <p>Movement Concepts Progression 3 - To use cross-lateral techniques</p> | <p>Functional Movement Progression 6 - To develop a push and pull using a variety of body parts.</p> <p>Functional Movement Progression 7 - To rise</p> | <p>Functional Movement Progression 9 - To bend and stretch into spaces</p> <p>Movement Concepts Progression 5 - To move a variety of objects up, down, forwards,</p> | <p>Functional Movement Progression 10 -</p> <p>Functional Movement Progression 11 –</p> <p>Movement Concepts Progression 6 –</p> |



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| <p>Provide extra help and guidance when needed. Half termly name writing, self-portrait assessment. Dough gym.</p> <p><i>Daily opportunities for Fine Motor Activities Gross Motor Weekly Cosmic Kids Yoga session</i></p> | <p>Aesthetic Movement Progression 1 and 2 – Isolated body parts</p> <p>Manipulative Skills Progression 1 - rolling and trapping.</p> <p>Functional Movement Progression 2 – gait, skip, jump</p> | <p>To move to a variety of tempos aesthetically, with music.</p> <p>Aesthetic Movement - Progression 3 To link together symmetrical body shapes and movement.</p> <p>Aesthetic Movement - Progression 4 To link together asymmetrical body shapes and movements.</p> <p>Manipulative Skills - Progression 2 To bounce and catch own ball. To throw up and catch own equipment. To vary the size of throw. To concentrate on trapping and pulling the object in.</p> <p>Functional Movement - Progression 4 To jump from one foot to two feet, and one foot to one foot, leading with either leg.</p> | <p>to refine movement: walk, run, climb, throw.</p> <p>Aesthetic Movement Progression 5 - To show different levels in movement of whole body and isolated body parts.</p> <p>Aesthetic Movement Progression 6 - To show different levels in travelling moves.</p> <p>Manipulative Skills Progression 3 - To release a ball or object towards a set direction or distance.</p> <p>Functional Movement Progression 6 - To develop a push and pull using a variety of body parts.</p> | <p>up from a squat. To run or travel from a squat.</p> <p>Movement Concepts Progression 4 - To leap sideways and to join these moves to form continuity of movement.</p> <p>Aesthetic Movement Progression 7 - To change the direction of travel of isolated body parts and the whole body. To include balance.</p> <p>Aesthetic Movement Progression 8 - To change and link together different directions of travel, using apparatus.</p> <p>Manipulative Skills Progression 4 - To kick a ball in various directions using both feet. To swing a racket or bat to strike a ball.</p> | <p>backwards, right and left.</p> <p>Aesthetic Movement Progression 9 - To move slowly, showing strength and tension in muscles.</p> <p>Aesthetic Movement Progression 10 - To move with speed. To show agility.</p> <p>Manipulative Skills Progression 5 - To visually track a ball (and trap it with hands) and prepare to catch.</p> | <p>Aesthetic Movement Progression 11 -</p> <p>Aesthetic Movement Progression 12 –</p> <p>Manipulative Skills Progression 6 –</p> <p>Functional Movement Progression 12 -</p> |
| <p>CONTINUOUS PROVISION: Cooperation games i.e. parachute games, climbing – outdoor equipment, balancing – obstacle course (outside). Support individual children to develop good personal hygiene – provide regular reminders about thorough hand washing and toileting. Crates play and large construction. Provide a large range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and wheelbarrow, prams and carts.</p> | | | | | | |



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| Communication and 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 conversations, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures. | | | | | |
| Whole EYFS Focus C&L is developed throughout the year through high quality interactions, daily group discussions, sharing news, PSHE sessions, stories, singing, speech and language interventions, Talk for Writing, EYFS productions. Daily story time using high quality texts (from the EYFS) recommended reading lists) | Welcome! Settling in activities Making friends Children talking about experiences that are familiar to them – memory folders/All About Me boxes to be used as a prompt Follow instructions (settling in, putting things away) Snack and chat Develop vocabulary | Tell me a story! Retelling stories – Talk for writing Story language Listening and responding to stories Following instructions Taking part in discussions Understand how to listen carefully and why listening is important Choose books that will develop their vocabulary Snack and chat Develop vocabulary | Tell me why! Discovering passions Use language well Ask how and why questions... Retell a story with story language Remember key points from a story Ask questions to find out more and to check understanding Describe events (Chinese New Year) Listen and talk about stories to build familiarity and understanding Learn rhymes, poems and songs Snack and chat Develop vocabulary | Explain to me! Reciting poems and songs Speech and Language Festival Spring Concert Tell me a story – retelling stories/Talk for Writing Listen to and engage in non-fiction Use the iPad to take a photograph Describe events in some detail: Pentire Head trip and talk about Snack and Chat Develop vocabulary | Can you recount an event? Reciting poems and songs Tell me a story – retelling stories/Talk for Writing Articulate a life cycle Listen to and engage in non-fiction Articulate ideas and thoughts into well-formed sentences Ask questions to find out more Snack and Chat Develop vocabulary | Tell me about differences! Learn and recite poems and songs Talk about similarities and differences between things in the past and now Talk about what the future will look like – transition to Year 1 Talk about experiences I have had at school this year Prepare for class assembly Snack and Chat Develop Vocabulary |



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| Quality sharing texts for story time and home | Reception Age Recommended Reads | Traditional Tales, Fairy Tales Christmas texts | Favourite author – Julia Donaldson | Maths Texts used to support the curriculum | Texts used to support the topic – minibeasts/habitats | PSHE Texts used to support the Jigsaw curriculum |
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| <p>Literacy</p> <p>Our aims: To provide each child with the opportunity to become a master and lover of English by providing an engaging, progressive English curriculum.</p> <p>Comprehension – developing passion for reading.</p> <p>Weekly school library visits</p> <p>Word reading – daily phonics session</p> <p>Reading scheme</p> | <p>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).</p> | | | | | |
| | <p>I can show a preference for a book, song, or rhyme.</p> | <p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories. I can fill in missing words from well-known rhymes.</p> | <p>I can show interest and answer simple questions about the text.</p> <p>I use words that I know to check my reading makes sense.</p> | <p>I can demonstrate understanding when talking about what I have read.</p> <p>I can repeat words or phrases to check my reading.</p> | <p>I am noticing if my reading makes sense and looks right.</p> <p>I think about what I already know to help me with my reading.</p> <p>I can say rhymes by heart.</p> <p>I can sometimes notice errors.</p> <p>I know that illustrations can help me make sense of my reading.</p> | <p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> |



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| | <p>Phonics: Little Wandle</p> <ul style="list-style-type: none"> - I can handle books correctly and follow print left to right, top to bottom. - I can locate the title. - I can segment and blend words orally. - I can recognise words that rhyme. | <p>Phonics: Little Wandle</p> <ul style="list-style-type: none"> - I can link most sounds to letters. - I am beginning to blend and segment to read vc and cvc words. - I am beginning to match spoken word to written word (1:1 correspondence) across 2-3 lines of print. - I can read some Phase 2 words including some tricky words. | <p>Phonics: Little Wandle</p> <ul style="list-style-type: none"> - I can locate and recall the title. - I can read with 1:1 correspondence. - I can read some common irregular words (Phase 2 and 3). - I can link all sounds to letters. - I can solve simple words by blending sounds and I check what I read makes sense and sounds right. | <p>Phonics: Little Wandle</p> <ul style="list-style-type: none"> - I can read and understand simple sentences. - I can use phonic knowledge to read and decode regular words. - I can read all Phase 2 words. - I can read some Phase 3 words. | <p>Phonics: Little Wandle</p> <ul style="list-style-type: none"> - I can read phase 3 words (decodable and tricky). - I can say a sound for each letter in the alphabet and at least 10 digraphs. - I can read words consistent with my phonic knowledge by sound blending. - I can re-read books showing increased accuracy and fluency. | <p>Phonics: Little Wandle</p> <ul style="list-style-type: none"> - I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. - I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. |
| <p>Writing</p> <p>TFW used as a stimulus across the year (see quality texts section)</p> <p>Texts may change due to children's interests</p> | <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing</p> <p>Shopping lists</p> <p>Writing initial sounds and simple captions</p> <p>Use initial sounds to label characters/images</p> <p>Silly Soup</p> <p>Writing for a purpose in role play</p> | <p>Recount, name writing, labelling, talk for writing, story scribbling and mapping. Retelling stories, letter writing (Christmas cards).</p> | <p>Exciting adjectives</p> <p>Wow words</p> <p>Rhyming words and sentences</p> <p>Instructions</p> <p>Captions</p> <p>Writing recipes/lists</p> | <p>Writing for a purpose in role play using phonetically plausible attempts at words.</p> <p>Beginning to use finger spaces.</p> <p>Form lower case and capital letters correctly.</p> <p>Label maps and create keys.</p> | <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Labels and captions – life cycles.</p> <p>Character descriptions.</p> | <p>Non-fiction and story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts as a model for writing own stories.</p> <p>Character description.</p> |



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| Maths | 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 about maths and not be afraid to make mistakes. | | | | | |
| | Getting to Know you Match, Sort and Compare Talk about Measure and Patterns | It's Me 123! Circles and Triangles 1,2,3,4,5 Shapes with 4 sides | Alive in 5! Mass and Capacity Growing 6,7,8 Length, Height and Time | Building 9 and 10 Explore 3D shapes | To 20 and Beyond How many now? Manipulate, Compose and Decompose | Sharing and Grouping Visualise, Build and Map Make Connections Consolidation |
| Quality Texts supporting the maths curriculum | <ul style="list-style-type: none"> - A Pair of Socks by Stuart J. Murphy - Seaweed Soup by Stuart J. Murphy - The Button Box by Margarett S. Reid - Beep Beep, Vroom Vroom! by Stuart J. Murphy - Where's My Teddy? by Jez Alborough - It's the Bear! by Jez Alborough - The Blue Balloon by Mick Inkpen - Dear Zoo by Rod Campbell | <ul style="list-style-type: none"> - Anno's Counting Book by Mitsumasa Anno - How to Count to One by Casper Salmon - Goldilocks and the Three Bears - The Gingerbread Man - A Squash and a Squeeze by Julia Donaldson - The Three Billy Goats Gruff - Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji | <ul style="list-style-type: none"> - Six dinner Sid – Inga Moore - Kipper's Toybox – Mick Inkpen - Jasper's Beanstalk – Nick Butterworth - What the Ladybird Heard – Julia Donaldson - Mr Wolf's Week – Coolin Hawkins | <ul style="list-style-type: none"> - Ten Black Dots – Donald Crews - Pattern Fish – Trudy Harris - Cockatoos – Quentin Blake - Mr Magnolia – Quentin Blake | <ul style="list-style-type: none"> - 1 is a Snail, 10 is a crab – April Sayre - The Real Princess – Brenda Williams - Snail Trail – A Journey through modern art – Jo Saxton - Mr Gumpy's Outing – John Burningham - One Ted falls out of bed – Julia Donaldson - The Shopping Basket – John Burningham - Grandpa's Quilt – Betsy Franco | <ul style="list-style-type: none"> - The Gingerbread Man - Pete the Cat and the Missing Cupcakes – K&J Dean - What the ladybird heard – Julia Donaldson - Mr Gumpy's Motor Car – John Burningham - Mr Archimede's Bath – Pamela Allen - Me on the Map – Joan Sweeney - In Every House on Every Street – Jess Hitchman |



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| | <ul style="list-style-type: none"> - My First Book of Patterns by Bobby and June George - We're Going on a Bear Hunt by Michael Rosen - A-B-A-B-A – A Book of Pattern Play by Brian P. Cleary | <ul style="list-style-type: none"> Oikawa and Mayuko Takeuchi - Triangle by Mac Barnett and Jon Klassen - Shapes, Shapes, Shapes by Tana Hoban - We're Going on a Bear Hunt by Michael Rosen - Rosie's Walk by Pat Hutchins - Witches Four by Marc Brown - Five Little Fiends by Sarah Dyer - Pete the Cat and his Four Groovy Buttons by Eric Litwin - Kipper's Birthday by Mick Inkpen - The Very Hungry Caterpillar by Eric Carle - Stella to Earth! by Simon Puttock and Philip Hopman - Anno's Counting Book by Mitsumasa Anno - Bear in a Square by Stella Blackstone - Square by Mac Barnett and Jon Klassen | | | <ul style="list-style-type: none"> - Jack and the Flum Flum Tree – Julia Donaldson - Pezzettino – Neo Lionni | |
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| | | <ul style="list-style-type: none"> - Shapes, Shapes, Shapes by Tana Hoban - Night Monkey, Day Monkey by Julia Donaldson - The Fox in the Dark by Alison Green | | | | |
| Number Sense | Spatial reasoning Construction and 3d shapes Subitising 1-2 Subitising 1-3 | Spatial reasoning 2D shapes and puzzles Subitising 1-4 Subitising 1-5 | Pattern Subitising 6-10 Counting out up to 10 items from a collection | Spatial reasoning Symmetry Partitioning 2 and 3 Partitioning 4 Partitioning 5 Partitioning 10 | Measures Composition of 6-9 Comparing numbers to 10 | Patterns in numbers to 10 Patterns in odd and even numbers Patterns in doubles Equal distribution Pattern Spatial reasoning – maps and plans Measures |



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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Nice to Meet You | Do You Remember When...? | Big Adventures with Little Feet | Home is Where the Heart is | How do your legs help you? | In a land faraway... |
| <p>Understanding the World</p> <p>We aim to provide every child with a greater understanding of themselves, the world, and the people within it.</p> | <p>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 comprehension.</p> | | | | | |
| | <ul style="list-style-type: none"> - I can talk about what I do with my family and places we have been – memory folders/All About Me boxes - I show care for living things (pets) - I can identify my family and describe people who are familiar to me. - I can ask questions about aspects of my familiar world such as the place where I live or the natural world. - Walk to Porthilly - Searching for signs of autumn | <ul style="list-style-type: none"> - Guy Fawkes: compare and contrast characters from stories including figures from the past (e.g., clothing) - I can talk about significant events in my own experiences (celebrations) - I can talk about why things happen: melting chocolate (Christmas) - I can recognise and describe special times or events for family or friends. - I have an understanding of things that have happened in the past (Remembrance) | <ul style="list-style-type: none"> - Searching for signs of winter - I understand the effects of changing seasons on the world around me. - Use images, video clips, shared texts. and other resources to bring the wider world into the classroom. Listen to what the children notice and say. - Listen to children describing and commenting on what they see whilst outside. - Know there are different countries around the world. - Celebrate Chinese New Year – further comparisons to be made regarding celebrations. | <ul style="list-style-type: none"> - Signs of Spring - I can name parts of my body and talk about ways to keep healthy. - Maps of our journey to school/looking on Google Earth – features of the local environment. - Compare places on Google Earth: how are they similar/different? - How has our local area changed? E.g., Camel trail - Plot Easter on our Bible Timeline - Make a timeline of the Easter story - Our wonderful world and how | <ul style="list-style-type: none"> - Signs of summer - Minibeasts/habitats - Plants/planting – Cornwall show - I can show care and concern for living things in the environment - I can start to develop an understanding of growth and decay and changes over time. - I can talk about some of the things I have observed such as plants, animals, natural and found objects. - Similarities and differences between countries/environment s – habitats/minibeasts - Use research skills where possible to find out more. - Creating maps and using keys with confidence. - Materials: floating/sinking – boat | <ul style="list-style-type: none"> - Signs of summer - Plants/planting cont. - How have we changed? - Once there were Giants by Martin Waddell supports the children's learning about growing older - Use timelines to plot their lives including future in Year 1/supporting transition - Big creatures from the past: dinosaurs and huge creatures now – especially in the sea (whales at Fistral) - Local area trip to Padstow; lobster hatchery – large sea creatures |



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| | | <ul style="list-style-type: none"> - I recognise where I live and the local area (walk to post box) - I can compare celebrations (Christmas and Diwali) - | <ul style="list-style-type: none"> - Respecting difference – talk about different people and their lives. - Local walk to Porthilly and the church - Creating simple representations of our journey – maps - I can show an interest in different occupations and ways of life – what do I want to be when I grow up? - Science Week – experiments and recording | <p>we can look after it</p> <ul style="list-style-type: none"> - Seaside long ago – Magic Grandad. <p>Compare and contrast past and present.</p> <p>Compare our seaside location now and how it used to be</p> | <p>building (link to computing)</p> | <ul style="list-style-type: none"> - Use local area map to plot our journey - Follow simple map in pairs to complete our journey |
| <p>Computing</p> <p><i>Safe use of the internet weaved into all themes.</i></p> | <p>Autumn</p> <p><i>Concepts & Approaches: Creating, Pattern, Logic. Algorithms, Decomposition, Collaborating</i></p> <p>Three Autumn themed activities which see the children explore patterns in Garland Galore, create a leaf labyrinth and make Pumpkin Soup using</p> | <p>Super Space</p> <p><i>Concepts & Approaches: Algorithms, Collaboration, Persevering, Creating Pattern, Logical Reasoning, Tinkering, Abstraction</i></p> <p>Three space themed activities to develop pupils computational thinking and problem-solving skills. Including creating algorithms to direct a rocket through space and spotting</p> | <p>Busy Bodies</p> <p><i>Concepts & Approaches: Algorithms, Decomposition, Debugging, Logic, Patterns, Abstraction</i></p> <p>Four activities that help the children discover how bodies move and grow. They explore and learn about parts of the body, growth, and movement.</p> <p>Simple algorithms are created and adapted to</p> | <p>Springtime</p> <p><i>Concepts & Approaches: Abstraction, Tinkering, Creating, Collaborating, Algorithms, Persevering, Decomposition</i></p> <p>Three spring themed activities see the children make a rabbit run, create junk scarecrows and explore sequencing whilst planting seeds.</p> | <p>Boats Ahoy</p> <p><i>Concepts & Approaches: Algorithms, Decomposition, Creating, Tinkering, Logic, Patterns, Abstraction, Collaborating</i></p> <p>Takes children on a journey of discovery as they investigate boats. Four activities make up this unit including different uses of boats, floating and sinking predictions, creating a good boat through exploring designs and role play.</p> | <p>Summer Fun</p> <p><i>Concepts & Approaches: Tinkering, Persevering, Patterns, Logic, Decomposition, Debugging, Collaborating, Algorithms</i></p> <p>Children explore their surroundings and get creative, take a journey, take a journey and make a map, and discover seaside tangrams.</p> |



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| | computational thinking skills. | <p>patterns in pictures of aliens.</p> <p>Winter Warmers</p> <p>Concepts & Approaches: Algorithms, Creating, Collaboration, Decomposition, Tinkering, Persevering</p> <p>Snowmen scarves and patterns, creating igloos and bird feeders in three winter themed activities.</p> | <p>form a routine of movements.</p> <p>SAFER INTERNET DAY - FEBRUARY</p> | | | - |
| RE | <p>F4 Foundation Unit 4</p> <p>Being Special: Where do we belong?</p> | <p>F2 Foundation Unit 2</p> <p>Why is Christmas special for Christians?</p> | <p>F6 What times/stories are special and why?</p> | <p>F3 Why is Easter special to Christians?</p> | <p>F5 What places are special and why?</p> | <p>F1 Why is the word 'God' so important to Christians?</p> |



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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | Nice to Meet You | Do You Remember When...? | Big Adventures with Little Feet | Home is Where the Heart is | How do your legs help you? | In a land faraway... |
| Expressive Arts and Design <i>Art has the power to transform, to illuminate, to educate, to inspire and to motivate.</i> | <p>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.</p> | | | | | |
| | <p>Join in with songs</p> <p>Begin to mix colours</p> <p>Build stories about toys (small word), use available props to support role play</p> <p>Build models using construction equipment</p> <p>Junk modelling – take pictures of children’s creations and record them explaining what they did</p> <p>Exploring sounds and how they can be changed, tapping out simple rhythms</p> <p>Play pitch matching games – humming or singing</p> <p>Draw self-portrait (enclosing lines): draw definite features</p> | <p>Build rockets (3d recycling/different methods of attachment – link to Computing</p> <p>Use different textures and materials to make firework pictures, poppies</p> <p>Listen to music and make their own dances in response</p> <p>Watch performances: ballet, musical, orchestra, KS1 and KS2 plays</p> <p>Christmas decorations. Cards, hats, calendars, Diwali craft</p> <p>Christmas songs/poems</p> <p>The use of story maps, props, puppets and story bags to encourage children to retell, invent and adapt stories</p> | <p>Explore how colour can be changed</p> <p>Talk about famous artists</p> <p>Make lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Easter craft</p> <p>Invent, design and create a new toy.</p> | <p>Junk modelling houses</p> <p>Provide range of materials for children to use.</p> <p>Create collaboratively</p> | <p>Mothers’ Day crafts</p> <p>Use clay to create a coil snail (link to Matisse)</p> <p>Combine media to make a collage</p> | <p>Explore ways to protect the growing of plants – design scarecrows.</p> <p>Father’s Day crafts</p> <p>Develop colour mixing</p> |



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| | <p>Feelings: take photos of children acting out emotions</p> <p>Recognise, create and describe pattern – fruits and veg (link to Harvest)</p> | <p>Teach children different techniques for joining materials – adhesive tape, different types of glue</p> <p>Role play – Nativity</p> | | | | |
| Art Skills | <p>Using colour and shape – circles and triangles. Develop the skills of creating shapes.</p> | <p>Primary colours Creating borders and filling them (not going over the lines) Using shape in our art – squares and rectangles</p> | <p>Explore how to use texture, colour and movement.</p> <p>Jackson Pollock art 0 explore dripping, pouring and splattering.</p> | <p>Development of spirals in art. Shape patterns</p> | <p>Pattern and collage</p> | <p>Using natural resources in our art, developing sculpture</p> |
| Focus Artist/piece of art | <p>Composition 8 by Wassily Kandinsky</p> | <p>The Broadway Boogie Woogie – Piet Mondrain</p> | <p>Starry Night – Vincent Van Gogh Jackson Pollock</p> | <p>The Tree of Life – Gustav Klimt</p> | <p>The Snail – Henri Matisse</p> | <p>Magical Land Art by Andy Goldsworthy</p> |
| DT | <p>Constructing Learning to construct with a purpose in mind (own choice); learning how to use the tools and resources in Continuous Provision</p> <p>E.g., Learning to construct with a purpose in mind, some children use scissors, glue, string and a hole punch to</p> | <p>Constructing Learning to construct with a given purpose in mind (Christmas craft).</p> | <p>Using a range of tools Structure and joins</p> <p>Learning about planning and adapting initial ideas to make them better.</p> <p>(Toy project)</p> <p>e.g., Through this, the children will learn about planning and adapting initial ideas to make them better. For</p> | <p>Discussion Discuss reasons that make activities safe and unsafe e.g. hygiene, electrical awareness, and appropriate use of senses when tasting different flavourings. Learn to record their experiences by, drawing, writing, talking, making a model.</p> <p>Collaborative work linked to RE – designing and creating Easter Garden</p> | <p>Constructing, Using a range of tools, Discussion, Structure and joins</p> <p>Making minibeasts with different self-chosen resources and tools</p> <p>e.g. Following a visit to the science garden the children might make a habitat out of different resources.</p> | <p>Exploration Dismantle things and learn about how everyday objects work. E.g. clocks and watches – discover how it is put together and the materials different parts are made of.</p> <p>e.g., Children will dismantle things and learn about how everyday objects work. For example, a</p> |



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| | make a bag to store things they have collected on a trip to the beach. | | example, a child might choose to use scissors, a stapler, elastic bands and glue to join bits together to make a toy vehicle. But they might then modify their initial idea by using masking tape. | | | child might dismantle a pepper grinder and discover how it is put together and the materials different parts are made of. |
| Music | <p>Bring the Noise Learning Focus: Body percussion, Dynamics, Understanding silence, Careful listening Themes: Teamwork. Daily Routines</p> | <p>Take you Home Learning Focus: Pulse, Pitch, Voice as an instrument Themes: Science, History, Geography, Journeys, World War II</p> <p>When the Cold Wind Blows Learning Focus: Careful listening, Tempo, Dynamics, Duration</p> | <p>Golden Learning Focus: Careful listening, Rhythm Themes: PSHE, Diversity, Self-belief, Teamwork</p> <p>Hands in the Air Learning Focus: Careful listening, pulse, Rhythm Themes: PE, Science, The Human Body</p> | <p>YolanDa's Band Jam: Bass Face Learning Focus: Pitch, Careful listening Themes: Science, PE Dance</p> <p>YolanDa's Band Jam: Funky Elephant Walk Learning focus: Pulse, Rhythm Themes: Animals, Maths, PE</p> | <p>Happy Learning Focus: Pulse, Pitch, Tempo, Dynamics Themes: PSHE, Emotions, Self-belief</p> | <p>Summertime Learning Focus: Careful listening, Pitch, Pulse, Playing an Ensemble Themes: Seasons, Science, Geography</p> |
| Classical Music piece | Finlandia - Sibelius | | The Planets – Holst | | Pomp and Circumstance - Elgar | |



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| EARLY LEARNING GOALS – END of YEAR – Holistic/Best-fit judgement | | | | | | |
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| Communication and Language | Personal, social, emotional development | Physical Development | Literacy | Maths | Understanding the World | Expressive arts and design |
| <p>ELG: Listening, Attention and Understanding Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; • Make comments about what they have heard and ask questions to clarify their understanding; • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>ELG: Speaking Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; • Express | <p>ELG: Self-Regulation Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; • Explain the reasons for rules, know right from wrong and try to behave accordingly; • Manage their own basic hygiene and personal needs, including dressing, going | <p>ELG: Gross Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others; • Demonstrate strength, balance and coordination when playing; • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>ELG: Fine Motor Skills Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; • Use a range of small tools, including scissors, paint brushes and cutlery; • Begin to show accuracy and care when drawing. | <p>ELG: Comprehension Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 26 • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • Anticipate – where appropriate – key events in stories; • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>ELG: Word Reading Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | <p>ELG: Number Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>ELG: Numerical Patterns Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. | <p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this | <p>ELG: Creating with Materials Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher; • Sing a range of well-known nursery rhymes and songs; • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. |



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| <p>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>to the toilet, and understanding the importance of healthy food choices.</p> <p>Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Work and play cooperatively and take turns with others; • Form positive attachments to adults and friendships with peers; • Show sensitivity to their own and to others' needs. | | <p>ELG: Writing Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. | | <p>country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | |
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