



# Reception Long Term Plan 2023-2024



*We believe our children should access a curriculum which helps them become curious, resilient and articulate.*

**Curious** - To nurture curiosity and intrigue by instilling an excitement to learn, wonder, ask questions and make connections both in school and in the wider world.

**Resilient** - To develop resilience in learners who relish challenges, are flexible in their thinking and regard mistakes as pathways to further learning. To develop children's readiness for the next stage in their education and beyond.

**Articulate** -To provide children with opportunities to master essential communication skills in order to clearly articulate their ideas and new vocabulary orally and in writing. To encourage a love for books and for children to immerse themselves in the world of literature.

**Enjoyment** - to provide rich and memorable experiences that children will treasure forever.

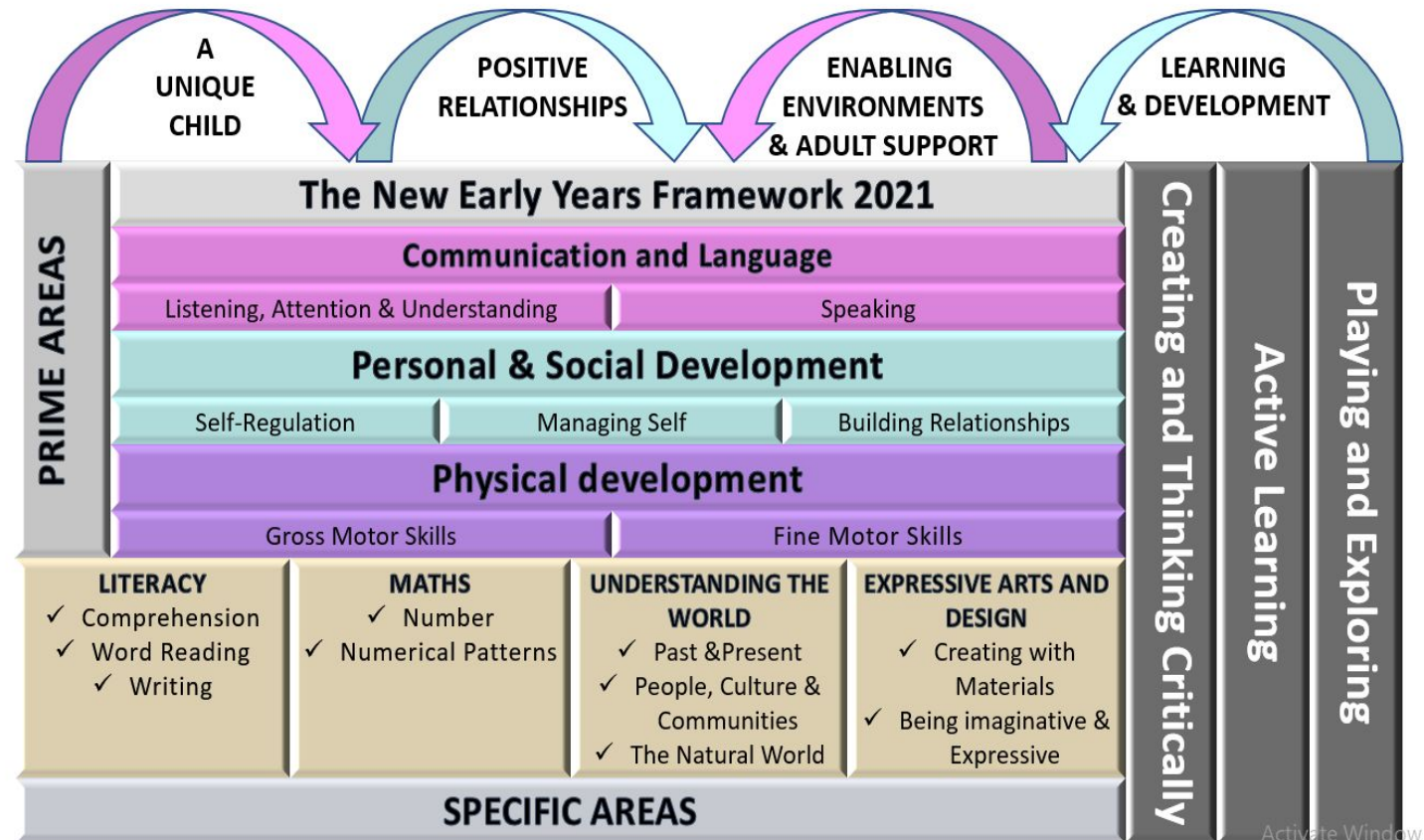
At our school we aim to nurture **curiosity** and intrigue by instilling an excitement to learn, wonder, ask questions and make connections both in school and in the wider world.

Our curriculum provides children with opportunities to master essential communication skills in order to clearly **articulate** their ideas and new vocabulary orally and in writing. Daily, we encourage a love for books and provide children with opportunities to immerse themselves in the world of literature.

We aim to develop **resilience** in learners who relish challenges, are flexible in their thinking and regard mistakes as pathways to further learning. We believe this resilience will foster children's readiness for the next stage in their education and beyond.

We also understand that children learn best when learning is fun. **Enjoyment** is a key ingredient to our lessons and we work together to provide rich and memorable experiences that children will treasure for ever.

Above all else, we dedicate our work to making sure that every child feels safe, happy and valued, and thrives personally and academically at Crawley Green. We strongly believe that positive relationships are the foundations of the development of the whole child; this is reflected in our nurturing, respectful and inclusive approach through which we aim for all members of our community to reach their full potential.





# Reception Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Big question</b></p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p>	<p>How I wonder who you are?</p> <p><i>Nursery rhymes</i></p>	<p>Why are there bright lights?</p> <p><i>Celebrations</i></p>	<p>How will we get there?</p> <p><i>Journeys</i></p>	<p>Can you tell me a story?</p> <p><i>Traditional tales</i></p>	<p>How does your garden grow?</p> <p><i>Planting and growing</i></p>	<p>What will you discover on safari?</p> <p><i>Animals and Minibeasts</i></p>
<p><b>Key texts</b></p> <p>On top of these key texts a variety of fiction and non-fiction books linked to the theme will be available.</p>	<p>Nursery rhymes. Owl Babies Elmer The Colour Monster Brown bear brown bear You choose Handas surprise</p>	<p>Little Red Hen - Harvest Scarecrows wedding Stickman Babushka Firework text Christmas Story / Nativity Rama and Sita/ Diwali</p>	<p>Whatever next Rosie's walk 100 decker bus Mrs Armitage of wheels Mr grumpy motor car Emma Jane's aeroplane</p>	<p>Goldilocks Gingerbread man 3 little pigs 3 billy goats Red hiding hood Chinese new year – great race story.</p>	<p>Jack and beanstalk Enormous turnip Olivers vegetables The Tiny Seed Jasper's Beanstalk Pattan's Pumpkin</p>	<p>Dear zoo The odd egg Under the randam moon Very hungry caterpillar Superworm The very busy spider Bad tempered ladybird Snail trail – (Art)</p>
<p><b>'Wow' moments / experiences</b></p>	<p>Welly walks</p>	<p>Visit a church / mosque Visitors in. Local area walk (link to road safety)</p>	<p>Trip to Stockwood Park wheels workshop</p>	<p>Visit library/ author visit World book week</p>	<p>Outdoor learning week – planting seeds</p>	<p>Caterpillars Hatching ducks</p>



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How I wonder who you are?	Why are there bright lights?	How will we get there?	Can you tell me a story?	How does your garden grow?	What will you discover on safari?

Intent of the  
Crawley Green  
Curriculum

**Characteristics of Effective Learning**

**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 supports their learning

**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 learners they are required to take ownership, accept challenges and learn persistence.

**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.

**Unique Child:** Every child is unique and has the potential to be resilient, capable, confident and self-assured.

**Positive Relationships:** Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

**Enabling environments:** 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.

**Learning and Development:** Children develop and learn at different stages. We must be aware of children who need greater support than others.

*Active Learning: At Crawley Green Infants, 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. Active learning 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*

***We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.***

Curious

Articulate

Resilient

Enjoyment



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How I wonder who you are?	Why are there bright lights?	How will we get there?	Can you tell me a story?	How does your garden grow?	What will you discover on safari?
<b>Our Values</b>	September	November	January	March	May	June
<p>We will 'dip in and out of each area' each term as and when we need to.</p> <p>British Values are threaded through everything we do = <b>Mutual Respect, Mutual tolerance, Rule of Law, Individual liberty, Democracy</b></p>	Thoughtfulness	Tolerance	Aspirations	Healthy lifestyle	Friendship	Forgiveness
	October	December	February	April		July
	Honesty	Respect	Resilience	Teamwork		Patience
<b>Assessment opportunities</b>	<p>In-house - Baseline data on entry</p> <p>National Baseline data by end of term</p> <p>RWInc assessments - first assessment end of Autumn 1.</p> <p>Welcom assessments</p>	<p>On going assessments</p> <p>Baseline analysis</p> <p>Pupil progress meetings</p> <p>Parents evening info</p> <p>EYFS team meetings</p> <p>In house moderation</p> <p>Midterm Assessments</p> <p>RWInc assessments</p> <p>End of term data drop</p>	<p>GLD Projections for EOY</p> <p>EYFS team meetings</p> <p>Phase meeting and achievement teams</p> <p>RWInc assessment</p>	<p>Pupil progress meetings</p> <p>Parents evening info</p> <p>EYFS team meetings</p> <p>Achievement teams</p> <p>RWInc assessment</p> <p>End of term data drop</p>	<p>Moderation</p> <p>EYFS team meetings</p> <p>Achievement team meetings</p> <p>RWInc assessment</p>	<p>Pupil progress meetings</p> <p>Reports</p> <p>EYFS team meetings</p> <p>Achievement team meetings</p> <p>EOY data</p> <p>RWInc assessment</p>
<b>Parental Involvement</b>	<p>Staggered Start</p> <p>Harvest Assembly</p> <p>Home / School Agreement</p> <p>RWINC Phonics workshop</p>	<p>Nativity performance</p> <p>Maths workshop</p> <p>Parents Evening</p>	<p>Reading workshop</p> <p>Trip to Stockwood</p>	<p>Parents Evening</p>	<p>Gardening event with parents.</p>	<p>Sports day</p> <p>Minibeast ball</p>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Key events</b>	Harvest festival	Diwali Children in need day Hanukkah Christmas	Childrens mental health week (feb) Chinese new year	World book day Mothers Day Holi Easter	Eid Luton carnival Walk to school week	Fathers day





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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 **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures**.

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.

### Daily story time - Talk through Stories

- Understand how to listen carefully and why listening is important.
  - Learn new vocabulary.
  - Use new vocabulary throughout the day.
- Ask questions to find out more and to check they understand what has been said to them.
  - Articulate their ideas and thoughts in well formed sentences.
- Connect one idea or action to another using a range of connectives.
  - Describe events in some detail.
- Use talk to help work our problems and organize thinking and activities and to explain how things work and why they might happen.
  - Develop social phrases.
  - Engage in story times.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
  - Use new vocabulary in different contexts.
- Listen carefully to rhymes and songs paying attention to how they sound.
  - Learn rhymes poems and songs.
  - Engage in non fiction books.
- Listen to and talk about selected non fiction to develop a deep familiarity with new knowledge and vocabulary.

**ELG: Listening, Attention and Understanding**

- 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

**ELG: Speaking**

- 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 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



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	How I wonder who you are?	Why are there bright lights?	Can you tell me a story?	How will we get there?	How does your garden grow?	What will you discover on safari?
<p><b>Talk through stories texts</b></p> <p><b>*reading spine books</b></p> <p><b>Developing vocabulary (2 tier words) throughout the year</b></p>	Owl Babies * Hunting, Silent, Fuss, Bounced, Swooped Brave, Flapped	The Scarecrow's Wedding Hunt, Spotted, Hurried Gathered, Certain Exclaimed, Staggering Sprinkled	Aliens Love Underpants Passion, Bounded, Longed, admiration, explore, missed, proud, stumbled	Lost and Found ignored, floated disappointment discovered, delighted lonely, searched wonderful	Gecko's Echo Brave, Muttered, Spied, Scampered, Beware, Boomed, Crept, Precious	There's a Snake in my School Crammed, Menace, Encouraged, Announced, Mischievous, Bellowed, Dashed, Overjoyed
	Elmer * Slipped away, Absolutely Serious, Burst, Gaspd Celebrate, Decorate	The Wonky Donkey Immediately, Hurling Dragged, Staggered Squealed, Panic, Plunged, Struggled	Room on the Broom searched, grinned, shriek, magnificent, politely, clutched, keen, grateful	Can't You Sleep, Little Bear? settled, groaned curling up, glow, hooked twinkly, puzzles, cosy	Sonya's Chickens Spruced, Tending, Nestled, Ruckus, Crept Cowering, exhausted	Cottonwool Colin Shrieked, Bold, Afraid Bedraggled, Horrified Whooped, Survived Wrapped
	Five Minutes' Peace Sneaked, Plonked Pleasant, Trailed Muttered, Groaned Peace, Beamed	Stick Man Twirl, Tumbling, Shove Weary, Chuckle, Doze Clattering, Drifts	On the Way Home sneaking, gasped, crammed, soaring, vast, gloomy, slithering, struggled	The Bear and the Piano passion, bounded longed, admiration explore, missed, proud stumbled	Supertato Escaped, Gaspd, Rescue Distress, Vanished, Crept Leapt, Shrieked	Billy's Bucket Explained, Persuaded Sighed, Excitedly Special Chuckled, Frowned Imagination
	After the Fall Eventually, Grand Fortunately, Admit Perfect, Terrified	One Snowy Night Cosy Miserable, Snuggled Shivering, Shoed, Scraping, Fierce, Chuckle	How to be a Viking fierce, shivering, roaring, trembled, peculiar, shrieking, tremendous, twinkling	The Giant Jam Sandwich nuisance, mighty, leaped spoil, swelled, squealed humming, dived	Click Clack Moo Impossible, Furious Impatient, Demand Gathered, Decided Snoop, Emergency	The Rainbow Fish Sparkling, Glide, Admire Emerged, Discover, Peculiar, Whizzed, Delighted
	Handas hen Hunted, Fluttery Peered, Waving Shiny, Peened	Winnie the Witch Furious, Crawled, Ridiculous, Miserable Climbing, Decided	Six Dinner Sid * discovered, slip out, unlike, tough, damp, suspicious, believed, furious	Zog gripping, wildly, fearsome expert, crowded, triumph scared, roared	Anna Hisbiscus' Song Amazing, Pound, Scattering, Floats,	Slow Sampson Arrived, Distracted, Charged, Annoyed Received, Pushed



<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>How I wonder who you are?</b>	<b>Why are there bright lights?</b>	<b>How will we get there?</b>	<b>Can you tell me a story?</b>	<b>How does your garden?</b>	<b>What will you discover on safari?</b>

**Personal, Social and Emotional Development**

Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

**Managing Self  
Self - Regulation**

<b>Jigsaw unit – Being me in my world</b> Establish class rules Introduce Behaviour Bees	<b>Jigsaw unit – Celebrating Difference</b> <b>Embed Behaviour Bees</b>	<b>Jigsaw unit – Dreams and Goals</b> <b>Behaviour Bees</b>	<b>Jigsaw unit –Healthy me</b> <b>Behaviour Bees</b>	<b>Jigsaw unit – Relationships</b> <b>Behaviour Bees</b>	<b>Jigsaw unit – Changing me</b> <b>Behaviour Bees</b> Transition work
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**Building relationships**  
  
**See Jigsaw scheme of work for further breakdown.**

See themselves as a valuable individual.  
Build constructive and respectful relationships.  
Express their feelings and consider the feelings of others.  
Show resilience and perseverance in the face of challenge.  
Identify and moderate their own feelings socially and emotionally.  
Think about the perspectives of others.  
Manage their own needs.  
Know and talk about the different factors that support their overall health and wellbeing:  
• regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian

**Link to Behaviour Bees**

<b>ELG: Self-Regulation</b> -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	<b>ELG: Managing Self</b> -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 to the toilet and understanding the importance of healthy food choices.	<b>ELG: Building Relationships</b> 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.
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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.

- ✓ **Be ready** – I will have the correct uniform and wear it with pride. I will show I am ready for learning. I will have what I need ready for each lesson.
- ✓ **Be Kind**– I will listen to others when they are speaking. I will look after property and help keep the school looking welcoming. I will treat people with kindness.
- ✓ **Be safe** – I will move safely and quietly round school. I will look after the environment. I will play safely with my friends.
- ✓ **Believe in yourself** – I will always do my best. I will ask for help if I needs it. I will think positively and have a ,can do, approach.

**Be increasingly independent to meet their own care needs eg. Brushing teeth, using toilet, washing and drying hands.**  
**Make healthy choices about food, drink activity and tooth brushing.**

Know and talk about the different factors that support their overall health and well being. (physical activity, healthy eating, tooth brushing, screen time, sleep, safe pedestrian)  
Further develop the skills they need to manage the school day – lining up, meal times, personal hygiene.





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**Physical development**

Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence**.

**Fine motor**

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Use a comfortable grip with good control when holding pens and pencils.

Eating with a knife and fork.

Show a preference for a dominant hand.

Getting dressed and undressed – for example coats and zips.

Develop small motor skills so that they can use a range of tools competently safely and competently. (Pencils, paintbrushes, scissors, knives forks and spoons.)

Develop the foundations of a handwriting style which is fast, accurate and efficient

Use a comfortable grip with good control when holding pens and pencils.

Getting dressed and undressed – for example coats and zips.

**Gross motor**

For more detail see the PE plans – designed using Complete PE.

Parachute games/ ring games

Dance

Gym – high, low, over, under

Scooters

Ball skills

Sports day activities

Revise and refine the fundamental movement skills they have already acquired – Rolling, crawling, walking, jumping, running, hopping, skipping, climbing

Develop the overall body strength, coordination balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Combine different movements with ease and fluency

Confidently and safely use a range of large and small apparatus indoors and outside alone and in a group

Develop overall body-strength balance, coordination and agility

Further develop and refine a range of ball skills, including throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities which involve a ball.

**ELG: Fine Motor Skills**

-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.

**ELG: Gross Motor Skills**

-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.



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**Literacy**

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

**Comprehension**

<p>Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme or story</p>	<p>Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non rhyming stories, realistic and fantasy stories.</p> <p>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.</p> <p>Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts.</p> <p>Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p>Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them.</p> <p>Express a preference for a book, song or rhyme, from a limited selection.</p> <p>Play is influenced by experience of books (small world, role play).</p>	<p>Retell stories in the correct sequence, draw on language patterns of stories.</p> <p>With prompting, show understanding of many common words and phrases in a story that is read aloud to them.</p> <p>Suggest how an unfamiliar story read aloud to them might end.</p> <p>Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books. Innovate a well known story with support.</p>	<p>Correctly sequence a story or event using pictures and/or captions.</p> <p>Make simple, plausible suggestions about what will happen next in a book they are reading.</p> <p>Know the difference between different types of texts (fiction, nonfiction, poetry)</p> <p>Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p> <p>Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme.</p>	<p>Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary.</p> <p>Innovate a known story.</p> <p>Recall the main points in text in the correct sequence, using own words and include new vocabulary.</p> <p>When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.</p> <p>With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>
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**ELG: Comprehension**

- 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.



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**Literacy**

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

**Reading**  
Phonics  
Phonics is taught using Read Write Inc  
Reading books and home reading ongoing to be matched to child's phonic knowledge

Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book  
Read individual letters by saying sounds for them.

Blend sounds into words so that they can read shorter words made up of known letter sounds.  
Read some letter groups that represent one sound and say sounds for them. (sh, ch, th, nk, ng)  
Read a few common exception words (red words)

Read some letter groups that represent one sound and say sounds for them.  
all (sh, ch, th, nk, ng)  
some (ay, ee, igh, ow, oo, oo)  
Read a few common exception words (red words)  
Read simple phrases and sentences made up of words with known letter-sound correspondences

Read some letter groups that represent one sound and say sounds for them.  
all (ay, ee, igh, ow, oo, oo)  
some (ar, or, air, ir, ou, oy)  
Read a few common exception words (red words)  
Read simple phrases and sentences made up of words with known letter-sound correspondences

Read some letter groups that represent one sound and say sounds for them All set 2 sounds  
Read a few common exception words (red words)  
Read simple phrases and sentences made up of words with known letter-sound correspondences

**ELG: Word Reading**  
-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.



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**Literacy**

It is crucial for children to develop a **life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding**) and the **speedy recognition of familiar printed words**. Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)

**Writing**  
 Writing opportunities to be available throughout provision and during RWI and adult led sessions. *Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.*  
  
*Please also refer to Physical development for mechanics of writing.*

Write some letters accurately  
  
 Write some or all of their name.  
  
 Form lower case and capital letters correctly.

Write some or all of their name.  
  
 Form lower case and capital letters correctly. Spell words CVC by identifying the sounds and then writing the sounds with letter/ letters.

Form lower case and capital letters correctly.  
  
 Spell words CVC/ CVCC/ CCVC by identifying the sounds and then writing the sounds with letter/ letters.  
  
 Write 2 / 3 word captions with words with know sound letter correspondences, using full stop.  
  
 Re-read what they have written to check that it makes sense.

Form lower case and capital letters correctly.  
  
 Spell words by identifying the sounds and then writing the sounds with letter/ letters.  
  
 Write short sentences with words with know sound letter correspondences using capital letter and full stop.  
  
 Re-read what they have written to check that it makes sense.

**ELG: Writing**

- 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.



How I wonder who you are?	Why are their bright lights?	How will we get there?	Can you tell me a story?	How does your garden grow?	What will you discover on safari?
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Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives**, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections**, 'have a go', **talk to adults** and peers about what they notice and not be afraid to make mistakes.

# Maths

Maths is taught through White Rose materials– a mastery scheme of work. This is tailored to the needs of the children.

*Please see White Rose reception overview*

**Number**

**Numerical patterns**

<p><b>Getting to know you</b></p> <p><b>Match.Sort and compare</b> <i>Match and sort</i> <i>compare amounts</i> <i>Talk about measure and pattern</i></p>	<p><b>It's me 1,2,3</b></p> <p><b>Circles and triangles</b></p> <p><b>1,2,3,4,5</b></p> <p><b>Shapes with 4 sides</b></p>	<p><b>Alive in 5</b></p> <p><b>Mass and capacity</b></p> <p><b>Growing 6,7,8</b></p>	<p><b>length, height and time</b></p> <p><b>Building 9 and 10</b></p> <p><b>Explore 3D shapes</b></p>	<p><b>To 20 and beyond</b> <b>How many now?</b></p> <p><b>Manipulate, compose and decompose</b></p>	<p><b>Sharing and grouping</b></p> <p><b>Visualise, build and map</b></p> <p><b>Make connections</b></p>
<p>Count objects actions and sounds</p> <p>Subitise</p> <p>Link the number symbol with its cardinal number value.</p> <p>Compare numbers</p>	<p>Count objects actions and sounds</p> <p>Subitise</p> <p>Link the number symbol with its cardinal number value.</p> <p>Compare numbers</p> <p>Understand one more and one less than – relationships between numbers.</p>	<p>Count beyond 10.</p> <p>Explore the composition of numbers to 10.</p> <p>Understand one more and one less than relationship between numbers.</p>	<p>Automatically recall number bonds for numbers 0-10.</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can.</p>	<p>Count beyond 10.</p> <p>Continue copy and create repeating patterns.</p> <p>Verbally count on and beyond 20.</p>	<p>Compare length weight and capacity.</p> <p>Explores and represents patterns within numbers up to ten including evens and odds, double facts and how quantities can be distributed evenly.</p>

Compare length weight and capacity.

Compose and decompose shapes so that children recognise a shape can have other shapes within it just as numbers can.

<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;</p> <p>-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>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How I wonder who you are?	Why are their bright lights?	How will we get there?	Can you tell me a story?	How does your garden grow?	What will you discover on safari?
<b>Understanding the world</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of 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>Past &amp; Present</b>	Talk about members of their immediate family and community. (family pictures)  Name and describe people who are familiar to them.(Family pictures)	Comment on images of familiar situations in the past. (poppy day, family pictures)	Compare and contrast characters from stories including figures from the past. Comment on images of familiar situations in the past.		Can talk about our journey from starting school to present day Can reflect back to celebrations & events that happen throughout the year.	
<b>Luton SCARE Units</b>	Where do we belong?	Why is Christmas special for Christians? (week block)	Which stories are especially valued and why?	Why is Easter special for Christians? (week block)	Which places are specially valued and why?	
<b>People</b>	Recognise that people have different beliefs and celebrate special times in different ways.  Understand that some places are special to members of their community.		Can talk about Celebrations that happen this time of year Lent / Easter Holi Draw information from a simple map.		Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which	
<b>Natural World</b>	Can talk about changes in the environment - Turn from summer to Autumn Autumn to winter  Can talk about natural objects they have found		Can talk about changes in the environment - Turn from Autumn to winter, winter to spring  Can talk about changes they can see – Science experiments  Can talk about things they can find in the environment,		Can talk about changes in the environment - Turn from Spring to summer  Can talk about planting seeds and changes they have observed using vocabulary learnt ie. plant names, structures,  Can talk about lifecycles they have observed i.e hatching ducks, caterpillars to butterflies, tadpoles to frogs	
	<b>ELG: Past and Present</b> -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		<b>ELG: People, Culture and Communities</b> -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 country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		<b>ELG: The Natural World</b> -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	



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
How I wonder who you are?	Why are there bright lights?	How will we get there?	Can you tell me a story?	How does your garden grow?	What will you discover on safari?

**Expressive Arts and Design**

The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. 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.

*Creating with materials*

**Across the year the children will have access and develop various key skills using a variety of mediums Giving children the opportunity to:**

<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources</p> <p>Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. the visual arts.</p> <p>Responds imaginatively to art works and objects</p>	<b>Mark making &amp; Drawing</b>	<b>Colour</b>	<b>Texture</b>	<b>Form (3D)</b>
	<p>Can hold and use drawing tools (pencil, rubbers, crayon, pastels, chalk, pen, felt tip) with some control to make marks (from observation or imagination). Selects coloured drawing implements for a purpose. Uses drawing tools to make marks, lines and curves. Draws accurate representations of people and objects. To talk about their own and others' work.</p>	<p>Can recognise and name different colours. Understands that when colours are mixed, new colours are created. Can select and create different colours. Uses a variety of tools to apply paint, e.g. brushes of different sizes, sponges, fingers, objects. Can explore working with paint on different surfaces and in different ways (e.g. different textured, coloured, sized and shaped paper). Can work from direct observation and imagination</p>	<p>Enjoys playing with and using a variety of textiles and fabric. Can decorate a piece of fabric using different implements, e.g. fabric pens, paints, sticking on buttons etc. Shows experience in simple weaving: paper, twigs. Shows experience in fabric collage: layering fabric, adding different textiles and media</p>	<p>Explores malleable media such as clay, salt dough, playdoh and sand. Can impress and apply simple decoration. Can cut shapes using scissors and other modelling tools. Can use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately. Build a construction/ sculpture using a variety of objects from observation or imagination e.g. recycled, natural and manmade materials. Can choose own resources and tools</p>

**ELG: Creating with Materials**

- 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.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How I wonder who you are?	Why are their bright lights?	How will we get there?	Can you tell me a story?	How does your garden grow?	What will you discover on safari?
<b>Expressive Art and Design</b>	Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of 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>Imagination and Expression</b>	Develop storylines in their pretend play  Explore and engage in music making and dance performing solo or in groups.  Listen attentively move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly match the pitch and melody.,		Develop storylines in their pretend play  Listen attentively, move to and talk about music, expressing their feelings and responses Create collaboratively sharing ideas, resources and skills. Explore use and refine a variety of artistic effects to express their ideas and feelings.  Sing in a group or on their own, increasingly match the pitch and melody.		Develop storylines in their pretend play  Listen attentively, move to and talk about music, expressing their feelings and responses  Explore use and refine a variety of artistic effects to express their ideas and feelings.  Explore and engage in music making and dance performing solo	
<b>Kawpow music units</b>	Introduction to singing rhymes, action songs and familiar rhymes	Celebration Music	Music and movement	Musical stories	Exploring sounds	Big bands
	<p style="text-align: center;"><b>ELG: Being Imaginative and Expressive</b></p> <p style="text-align: center;">-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.</p>					



## Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>-Make comments about what they have heard and ask questions to clarify their understanding</li> <li>-Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>-Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>-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.</li> </ul>	<p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>-Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>-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.</li> </ul> <p><b>ELG: Managing Self</b></p> <ul style="list-style-type: none"> <li>-Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>-Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>-Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p><b>ELG: Building Relationships</b></p> <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers:.</li> <li>Show sensitivity to their own and to others' needs.</li> </ul>	<p><b>ELG: Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Negotiate space and obstacles safely, with consideration for themselves and others.</li> <li>-Demonstrate strength, balance and coordination when playing.</li> <li>-Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p><b>ELG: Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>-Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</li> <li>-Use a range of small tools, including scissors, paint brushes and cutlery.</li> <li>-Begin to show accuracy and care when drawing.</li> </ul>	<p><b>ELG: Comprehension</b></p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>-Anticipate – where appropriate – key events in stories.</li> <li>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>ELG: Word Reading</b></p> <ul style="list-style-type: none"> <li>-Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>-Read words consistent with their phonic knowledge by sound-blending.</li> <li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>ELG: Writing</b></p> <ul style="list-style-type: none"> <li>-Write recognisable letters, most of which are correctly formed.</li> <li>-Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>-Write simple phrases and sentences that can be read by others.</li> </ul>	<p><b>ELG: Number</b></p> <ul style="list-style-type: none"> <li>-Have a deep understanding of number to 10, including the composition of each number;</li> <li>-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.</li> </ul> <p><b>ELG: Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>-Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>-Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>-Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	<p><b>ELG: Past and Present</b></p> <ul style="list-style-type: none"> <li>-Talk about the lives of the people around them and their roles in society.</li> <li>-Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> <li>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>ELG: People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>-Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>-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.</li> <li>-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.</li> </ul> <p><b>ELG: The Natural World</b></p> <ul style="list-style-type: none"> <li>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>-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.</li> <li>-Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<p><b>ELG: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>-Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>-Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>-Sing a range of well-known nursery rhymes and songs;</li> <li>-Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>