







## Long Term Plan Reception Class: Miss Courtenay

### Possible Theme, lines of Enquiry, matched with Children's Interests

<p>Marvellous Me</p> 	<p>Its cold outside</p> 	<p>Out of this world</p> 	<p>Adventures around the world</p> 	<p>Down on the Farm</p> 	<p>Pack Your Bags - Off We Go!</p> 
Geog, History, Science,	Geog, History, Science,	History, Science,	Geog, History, Science,	Geog, History, Science,	Geog, History, Science,

### The Big Question

I wonder how we are different?	I wonder how things change in Winter?	I wonder what will happen when...?	I wonder what it is like there?	I wonder where some foods come from?	I wonder how life has changed?
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### Core texts - Reception

<p>The Colour Monster Anna Llenas Contemporary Fiction</p> <p>Super Duper You Sophy Henn Contemporary Fiction</p> <p>Our Class is a Family Shannon Olsen Contemporary Fiction</p>	<p>Stickman Julia Donaldson Contemporary Fiction</p> <p>Poles Apart Jeanne Willis Contemporary Fiction</p> <p>Here comes Jack Frost Kazuno Kohara Contemporary Fiction</p>	<p>The way back home Oliver Jeffers</p> <p>Astrogirl Kenn Wilson Max Contemporary Fiction</p> <p>Look up Nathen Bryon Contemporary Fiction</p>	<p>Baby goes to market Angela Brooksbank</p> <p>The Journey Home Frann Preston - Gannon</p> <p>Rumble in the Jungle Giles Andreae Contemporary poetry</p>	<p>Rosie's Walk <i>Classic Fiction</i></p> <p>The Enormous Turnip <i>Traditional Tale</i></p> <p><i>Farmer Duck</i> Martin Waddell</p>	<p>Somebody Swallowed Stanley by Sarah Roberts</p> <p>What the ladybird heard on holiday Julia Donaldson Contemporary Fiction</p> <p>We're going on a treasure hunt Martha Mumford Contemporary fiction</p>
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The core texts are chosen carefully by the staff for their class. They are age-appropriate and are used to inspire, amaze and enjoy. The texts are used as a focal point for planning and are often linked to topics and themes. Alongside this the Early Years Team read a variety of texts as sharing books and stories with children helps their learning, development, language and communication. Not only do children learn vital skills for later reading and writing, but sharing books also helps with talking, listening, and communication skills.

## Cultural Capital

**Cultural capital** is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. 'It is the role of the setting to ensure that children experience the awe and wonder of the world in which they live, through the seven areas of learning.' (143 p31 *Ofsted Early Years Inspection Handbook*, Sept 2019)

### Festivals, Celebrations and Significant events

Autumn term	Spring term	Summer term
<p style="text-align: center;"><u>September</u> Start of school Harvest festival Friendship Month 26<sup>th</sup> European languages day</p> <p style="text-align: center;"><u>October</u> 2nd National poetry day 4th World smile day 15th Global handwashing day 14th – 20th Recycle week 17<sup>th</sup> – 23<sup>rd</sup> Diwali</p> <p style="text-align: center;"><u>November</u> 5th Bonfire night 11th Remembrance Day 11<sup>th</sup> – 15<sup>th</sup> World nursery rhyme week 10<sup>th</sup> -14<sup>th</sup> Anti bullying week 16<sup>th</sup> -22<sup>nd</sup> Road safety week</p> <p style="text-align: center;"><u>December</u> Christmas jumper day Christmas Nativity Christingle</p>	<p style="text-align: center;"><u>January</u> Jan-Feb Big school birdwatch</p> <p style="text-align: center;"><u>February</u> 7th Number Day 13th Shrove Tuesday 14th Valentines Day 17th Chinese/ Lunar New Year 20th Love your pet day Ramadan (dates can change)</p> <p style="text-align: center;"><u>March</u> 3<sup>rd</sup> Holi 5th World book day 13th Red nose day 15th Mothering Sunday 18th Global recycling day 20<sup>th</sup>-Eid Al-Fitr</p> <p style="text-align: center;"><u>April</u> 3<sup>rd</sup> -6<sup>th</sup> Easter</p>	<p style="text-align: center;"><u>May</u> 15th Endangered species day 20th World bee day 20<sup>th</sup> -25<sup>th</sup> Walk to school week TBC National children's gardening week</p> <p style="text-align: center;"><u>June</u> 30 days wild month 3<sup>rd</sup> World bicycle day 5th World environment day 1st Butterfly awareness day 21<sup>st</sup> Father's Day 18<sup>th</sup> – International picnic day 21<sup>st</sup> – King Charles III birthday 23<sup>rd</sup> – 29<sup>th</sup> Insect week</p> <p style="text-align: center;"><u>July</u> 1st International joke day 3<sup>rd</sup> International plastic bag free day</p>


### Wow Moments - Trips and Visitors Linked with Thematic Overviews

Orla the dog visit (R)	Visit from the Local police (R)	Astronomy evening (R) Bikeability (R)	Visit from Local Police (R) Visit from local Fire (R) service	<u>Class pet</u> Worms – R Farm trip (R)	
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### EYFS Parental engagement opportunities

Phonics Workshop (R) Parents Evening (R&N)	Maths Workshop (R) Christmas Crafts (R&N) Christmas Performance (R&N) Sleepy Story time (R&N)	Parents Evening (R&N)	Easter Crafts (R&N) World book day dress up parade (R&N)	Sports Day (R&N) Parent meeting for new parents (N+ R)
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Scheme - PSHE – Jigsaw - Reception

<p><b>Being me in my world</b> Who am I and how do I do it -Self-identity -Understanding feelings -Being in a classroom Being gentle -Rights and responsibilities</p>	<p><b>Celebrating difference</b> Respect for similarities and difference Anti bullying and being unique -Identifying talents -Being special -Families -Where we live Making friends -Standing up for yourself</p>	<p><b>Dream and goals</b> Aspirations how to achieve goals and understanding the emotions that go with this - Challenges -Perseverance -Goal setting -Overcoming obstacles -Seeking help -Jobs -Achieving goals</p>	<p><b>Healthy me</b> Being and keeping safe and healthy - Exercising bodies -Physical activity -Healthy food -Sleep -Keeping clean -Safety</p>	<p><b>Relationships</b> Building positive healthy relationship - Family life -Friendships -Breaking friendships -Falling out -Dealing with bullying -Being a good friend</p>	<p><b>Changing me</b> Coping positively with change -Bodies -Respecting my body -Growing up -Fun and fears -Celebrations</p> 
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**Physical Development**

Outdoor Learning focuses	In Class Gross Motor Opportunities	In Class fine motor opportunities
<p>Reception: Forest School</p> 	<p>Group and individual: Playground games, ring games, yoga, dance and parachute play. Continuous provision includes access to climbing opportunities, balance, obstacle course constructions, equipment that facilitates development of gross motor skills alongside other areas of learning such as cooperation, pair work and movement i.e. balls, rackets, bean bags, hoops, scooters and trikes etc.</p>	<p>Group and individual: cooperative learning challenges such as a large-scale art project, story dough. Continuous provision includes a wealth of opportunities for skill exploration and development surrounding fine motor development i.e. playdough, threading, scissor skills, sensory play, craft, painting, drawing, etc.</p>

**Language screening tools and interventions**

	<p>WellComm</p> <p>WellComm helps to identify pre-school and primary school children who are experiencing barriers to speech and language development so that they can be supported early in their education journey.</p>
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### Little Wandle Phonics - Reception

Little Wandle Letters and Sounds Revised supports the development of children's phonics and reading skills by:

- Systematically teaching grapheme-phoneme correspondences for each letter of the alphabet and for 19 digraphs during the reception year Embedding the skill of sounding out and blending to read words;
- Teaching the reading of common exception words and providing books that are 100% decodable for each child at their current level of reading.

The goal of Reception is to get all children blending and reading books! We want every child blending by Christmas. Reading practice sessions are vital. They show children the purpose of their phonics lessons. In Reception, we move from wordless books to decodable books and the blending practice books are the bridge to reading for those who need it.

#### Order of reading books:

Children will hopefully follow the order listed below. The expectation is that all children will leave Year One as confident, speedy readers, ready to take on the challenges of Year Two. However, some children may need extra support, and your teacher will talk to you about this.

Books	Year Group Expectations
Wordless	Reception
Phase 2 Set 1-5	Reception
Phase 3 Set 1-2	Reception
Phase 4 sets 1-2	Reception/Year One

#### Autumn term

Autumn 1 Phase 2 graphemes	New tricky words
s a t p i n m d g o c k c k e u r h b f l	Is I the
Autumn 2 Phase 2 graphemes	New trick words
ff ll ss j v w x y z zz qu ch sh th ng nk words with -s/s/ added at the end (hats, sits) Words ending in s /z/ (his) and with -s /z/added at the end (bags sings)	as and has his her go no to into she he of we me be

#### Spring term

Spring 1 Phase 3 graphemes	New tricky words
Ai ee igh oa oo oo ar or ur ow oi ear air er	Was you they my by all are sure pure
Spring 2 Phase 3 graphemes	New trick words
Review Phase 3 words with double letters, longer words, words with two or more digraphs, words ending in -ing, compound words Words with s/z/ in the middle Words with -s /s/ /s/ at the end Words with -es /z/ at the end	Review all taught so far

#### Summer term

Summer 1 Phase 4 graphemes	New tricky words
Short vowels with adjacent constants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes -ing, -ed /t/, -ed /id/ /ed/, -est Longer words	Said so have like some come love do were here little says there when what one out today
Spring 2 Phase 4 graphemes	New trick words
Phase 3 long vowel graphemes with adjacent constants CVCC CCVC CCVCC CCCVC CCCVCC longer words and compound words words ending in suffixes -ing, -ed /t/, -ed /id/ /ed/, -ed /d/, -er, -est Longer words	Review all taught so far

### Oracy: Reading & Writing Drivers

#### Reception

- Immerse children in the world of story and show them the joy of who you are
- Share a treasure trove of vocabulary with children to open up the playground of language to them
- Give yourself the opportunity to create a library of progress that can be astonishing
- Develop children's creativity and imagination to show them that they are extraordinary
- Give your children age-appropriate practice that is highly engaging and grounds children in the joy of book snuggling.



## Reception Mathematics

	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape, space and measure
<b>Autumn 1</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>✓ perceptually subitise within 3</li> <li>✓ identify sub-groups in larger arrangements</li> <li>✓ create their own patterns for numbers within 4</li> <li>✓ practise using their fingers to represent quantities which they can subitise</li> <li>✓ experience subitising in a range of contexts, including temporal patterns made by sounds.</li> </ul>	<ul style="list-style-type: none"> <li>✓ relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set</li> <li>✓ have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song</li> <li>✓ have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</li> <li>✓ have opportunities to develop an understanding that anything can be counted, including actions and sounds</li> <li>✓ explore a range of strategies which support accurate counting.</li> </ul>	<ul style="list-style-type: none"> <li>✓ see that all numbers can be made of 1s</li> <li>✓ compose their own collections within 4.</li> </ul>	<ul style="list-style-type: none"> <li>✓ understand that sets can be compared according to a range of attributes, including by their numerosity</li> <li>✓ use the language of comparison, including 'more than' and 'fewer than'</li> <li>✓ compare sets 'just by looking'.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> </ul>
<b>Autumn 2</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>✓ continue from first half-term</li> <li>✓ subitise within 5, perceptually and conceptually, depending on the arrangements.</li> </ul>	<ul style="list-style-type: none"> <li>✓ continue to develop their counting skills</li> <li>✓ explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand</li> <li>✓ begin to count beyond 5</li> <li>✓ begin to recognise numerals, relating these to quantities they can subitise and count.</li> </ul>	<ul style="list-style-type: none"> <li>✓ explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot</li> <li>✓ explore the composition of numbers within 5.</li> </ul>	<ul style="list-style-type: none"> <li>✓ compare sets using a variety of strategies, including 'just by looking', by subitising and by matching</li> <li>✓ compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continue, copy and create repeating patterns.</li> <li>✓ Continue, copy and create repeating patterns.</li> </ul>

	Subitising	Cardinality, ordinality and counting	Composition	Comparison	Shape, space and measure
<b>Spring 1</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>✓ increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements</li> <li>✓ explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part</li> <li>✓ experience patterns which show a small group and '1 more'</li> <li>✓ continue to match arrangements to finger patterns.</li> </ul>	<ul style="list-style-type: none"> <li>✓ continue to develop object counting skills, using a range of strategies to develop accuracy</li> <li>✓ continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10</li> <li>✓ continue to develop verbal counting to 20 and beyond</li> <li>✓ order numbers, linking cardinal and ordinal representations of number.</li> </ul>	<ul style="list-style-type: none"> <li>✓ continue to explore the composition of 5 and practise recalling 'missing' or 'hidden' parts for 5</li> <li>✓ explore the composition of 6, linking this to familiar patterns, including symmetrical patterns</li> <li>✓ begin to see that numbers within 10 can be composed of '5 and a bit'.</li> </ul>	<ul style="list-style-type: none"> <li>✓ continue to compare sets using the language of comparison, and play games which involve comparing sets</li> <li>✓ continue to compare sets by matching, identifying when sets are equal</li> <li>✓ explore ways of making unequal sets equal.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compare length, weight and capacity</li> </ul>
<b>Spring 2</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>✓ explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</li> </ul>	<ul style="list-style-type: none"> <li>✓ continue to consolidate their understanding of cardinality, working with larger numbers within 10</li> <li>✓ become more familiar with the counting pattern beyond 20.</li> </ul>	<ul style="list-style-type: none"> <li>✓ explore the composition of odd and even numbers, looking at the 'shape' of these numbers</li> <li>✓ begin to link even numbers to doubles</li> <li>✓ begin to explore the composition of numbers within 10.</li> </ul>	<ul style="list-style-type: none"> <li>✓ compare numbers, reasoning about which is more, using both an understanding of the 'howmany'ness' of a number, and its position in the number system.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>
<b>Summer 1</b>  <b>Children will:</b>	<ul style="list-style-type: none"> <li>✓ continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns</li> <li>✓ use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number</li> <li>✓ subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10</li> <li>✓ be encouraged to identify when it is appropriate to count and when groups can be subitised.</li> </ul>	<ul style="list-style-type: none"> <li>✓ continue to develop verbal counting to 20 and beyond, including counting from different starting numbers</li> <li>✓ continue to develop confidence and accuracy in both verbal and object counting.</li> </ul>	<ul style="list-style-type: none"> <li>✓ explore the composition of 10.</li> </ul>	<ul style="list-style-type: none"> <li>✓ order sets of objects, linking this to their understanding of the ordinal number system.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>✓ Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>✓ Subitise (recognise quantities without counting) up to 5;</li> </ul>	<ul style="list-style-type: none"> <li>✓ Verbally count beyond 20, recognising the pattern of the counting system</li> </ul>	<ul style="list-style-type: none"> <li>✓ Deep understanding of number to 10, including the</li> </ul>	<ul style="list-style-type: none"> <li>✓ Compare quantities up to 10 in different contexts, recognising when one</li> </ul>	<ul style="list-style-type: none"> <li>✓ Continue, copy and create repeating patterns.</li> </ul>

	✓ Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally		✓ composition of each number; 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.	quantity is greater than, less than or the same as the other quantity	✓ Compare length, weight and capacity.	
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### Significant People Study

Reception: Neil Armstrong, Mae Jamison, Tim Peake

### Exploring Seasons

Exploring changing seasons in Early Years education plays a crucial role in the overall development of children. Here are some reasons why exploring changing seasons is beneficial for children's development:

- **Sensory Stimulation:** Each season brings a unique set of sensory experiences. Exploring the sights, sounds, textures, and even smells associated with different seasons provides rich sensory stimulation. This, in turn, aids in the development of the child's sensory processing abilities.
- **Cognitive Development:** Observing and understanding the changes in nature across seasons promotes cognitive development. Children learn to recognise patterns, make comparisons, and categorise information. This cognitive engagement lays the foundation for critical thinking skills.
- **Language Acquisition:** Describing the characteristics of each season, discussing weather changes, and using seasonal vocabulary during activities contribute to language development. Children expand their vocabulary and learn to articulate their observations and experiences.
- **Emotional Well-Being:** Connecting with nature and experiencing the beauty of changing seasons has positive effects on emotional well-being. Outdoor activities and nature walks provide opportunities for relaxation, reducing stress, and promoting a sense of calm and happiness.
- **Adaptability and Resilience:** Experiencing seasonal changes teaches children about adaptability. Witnessing the natural world go through cycles helps them understand the concept of change and builds resilience in the face of transitions.
- **Environmental Awareness:** Understanding seasonal changes fosters environmental awareness from an early age. Children develop a sense of responsibility and appreciation for the natural world, laying the groundwork for future environmental consciousness.
- **Cultural Understanding:** Exploring changing seasons allows for the introduction of cultural celebrations and traditions associated with each season. This exposure broadens children's cultural understanding and appreciation for diversity.
- **Curiosity and Inquiry Skills:** The ever-changing nature of seasons naturally sparks curiosity. Encouraging children to ask questions, explore, and seek answers cultivates a mindset of inquiry and lifelong learning.

### Reception Links to Understanding the World

<b>Marvellous Me</b> All about me and my school Human life cycles and how we grow change Healthy eating Hygiene 5 senses	<b>It's Cold Outside</b> Investigations – Changes in state freezing and melting – ice Melting chocolate for forest fun snacks Shadow investigations	<b>Out of this World</b> The solar system Super Scientist investigations	<b>Adventures around the World</b> Habitats – Africa and Antarctica Animals and their features	<b>Down on the Farm Animals</b> Mother animals and their young Life cycles – chickens Class wormery Growing vegetables	<b>Pack your Bags – Off we go!</b> Investigation - Floating and sinking Recycling Pollution
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### History and Geography linkage

<b>Marvelous Me</b> Life cycles – how I have changed Where I live My school community and local area Changes and events from my life	<b>It's Cold Outside</b> Famous person study - Guy Fawkes  Enviornment walk	<b>Out of this World</b> Famous person study – Neil Armstrong Mae Jamison Tim Peake - Chronology  Look at maps	<b>Adventures around the World</b> History of aeroplanes - chronology  Contrasting localities – hot/cold – Africa/ Antarctica - Physical and human feastures	<b>Down on the Farm</b> Farming in the past  Reading and drawing maps  Physical and human features on maps	<b>Pack your Bags we are off!</b> Seaside holidays in the past  Seas and oceans Seasides are found on the coast Physical and human features of seaside locations
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**RE Understanding Christianity and Coventry and Warwickshire Agreed Syllabus Coverage**

How can people show they belong together?	Incarnation – Why do Christians perform nativity plays	Who are the people in sacred (special) stories and why might they still be important today?	Salvation – Why do Christians put a cross in the Easter Garden?	How do people know how to treat each other?	God and creation – Why is the word God so important to Christians?
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**Art - Famous Artists to Explore – Reception**

<b>Painting and Drawing</b>	<b>Printing</b>	<b>Sculpture</b>	<b>Textiles</b>	<b>Cooking and Nutrition</b>	
Andy Warhol Marvelous Me - Self portraits	William Morris Down on the farm Rubbings/Natural prints	Andy Goldsworthy Autumn Natural sculptures Animal/insect sculptures	Adventures around the world African art – Baby goes to market	Famous person study	Trips/ visitors Lunch time supervisor visit Kitchen staff visit Fruit kebabs

*Alongside themes taught across Reception planning is responsive to each child's interests and curiosities which are a powerful vehicle for learning*