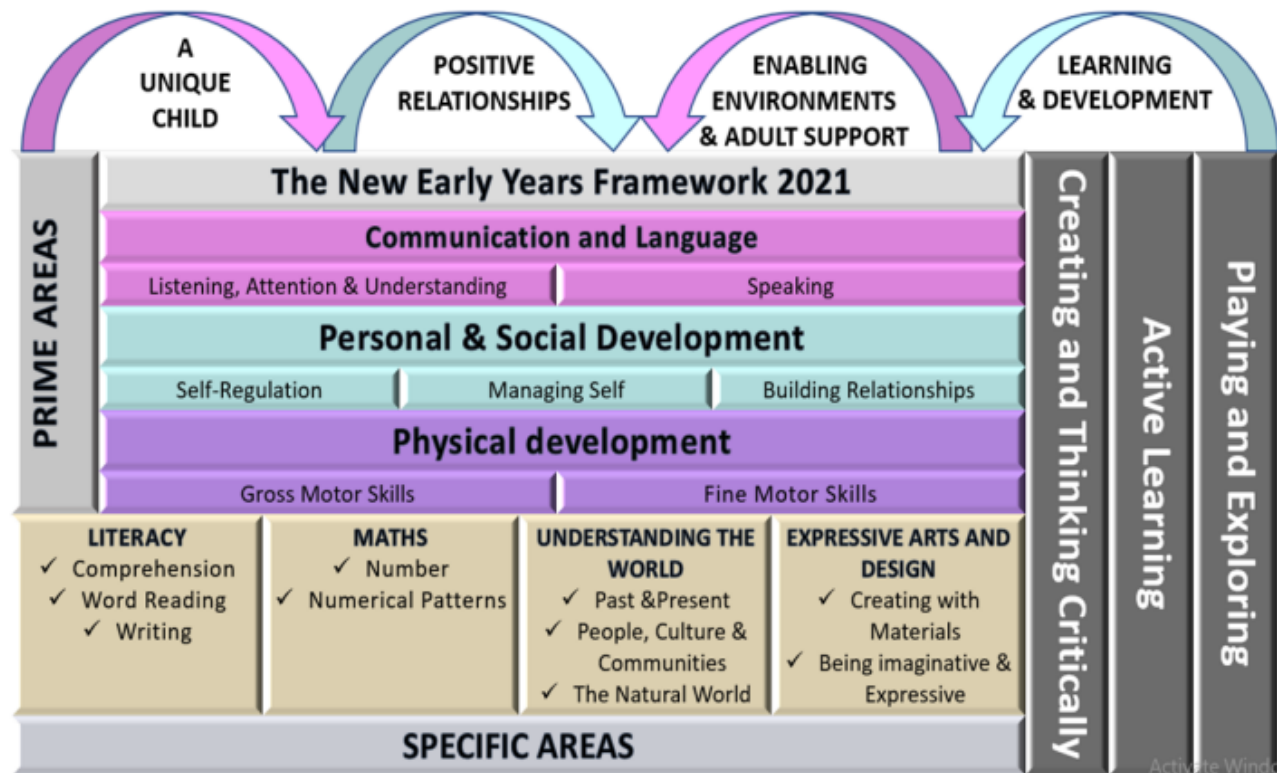



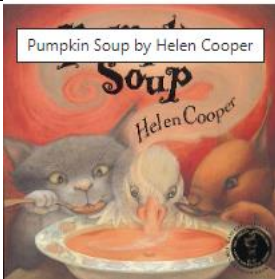
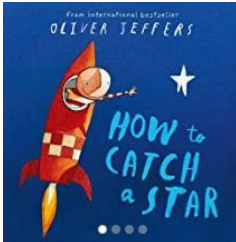



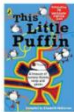


EYFS – Reception Long Term Plan 2022 – 2023

At Fishburn Primary, we offer an EYFS curriculum which is rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

We intend that all children in our care will develop physically, verbally, cognitively and emotionally in an environment where they learn how to be resilient, independent and confident individuals. We value all cultures, communities and people. We aim for our children to believe in themselves and interact positively with others.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes **These themes may be adapted at times to follow children's interests that may also flow throughout the provision	All about me and how I have grown! (PSED)	Spells & Sparkles (Halloween / Christmas)	Out of this World! (Space)	Growing Green and Natural Habitats (UOTW)	Superheroes (PSED)	A Pirates Life for me! (UOTW)
Core texts	 The Colour Monster, Marvellous me, Matisse's magical trail, Handa's surprise, Biscuit Bear, Each Peach Pear Plum.	 The three robbers, Poems out loud, Room on the Broom, Winnie and Wilbur, Flashlight, The Great Snortle Hunt	 Aliens love underpants, The runaway wok!, The Smed's and Smoo's, Dogs in space, Whatever next!, The First Hippo on the moon!	 Red Knit Cap Girl, Stellaluna, Spinderella, All Join in, Where the Wild things are, The journey home.	 The Lion inside, Superword, Zog, Dave the tooth fairy, There's a superhero in your book, Universe An atlas of Marvel	 Captain Sparklebeard, Pirates love underpants, The night pirates, the pirates next door, Winnie and Wilbur, The Troll.
Poetry and Rhyme Texts that will be encountered across Reception	Including: Traditional Nursery rhymes <div style="display: flex; justify-content: space-around; align-items: center;">     </div> <p style="text-align: center;"> There Was a Princess Mary, Mary Quite Contrary London Bridge Ladybird, Ladybird Down at the Station Peter Rabbit Twinkle, Twinkle Head, Shoulders, Knees and Toes </p>					
Enrichment opportunities & 'Wow' moments	<i>Activities across EYFS to be progressive based on age of children</i> Welly Walk in the Local Environment / to local park. Autumn nature walk Harvest Time Birthday celebrations in the home corner Halloween	<i>Activities across EYFS to be progressive based on age of children</i> Remembrance Day Collecting Autumn Objects Christmas activities Fire service visit police service visit. Bonfire Night Christmas Time / Nativity Diwali and Hannukah Road Safety Bedtime story evening Children in Need	<i>Activities across EYFS to be progressive based on age of children</i> Local Library Visit & visit from nurse Chicks in school to hatch and observe. Chinese New Year Story Telling Week Random Acts of Kindness Week Valentine's Day Internet Safety Day Safari explorers theme week.	<i>Activities across EYFS to be progressive based on age of children</i> Forest school activities & visit from dental nurse Plan and host a Reading Picnic with parents Planting seeds Easter time Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Science Week Easter Egg Hunt	<i>Activities across EYFS to be progressive based on age of children</i> Dress as a hero day. Children to invite their heroes in to school Map work - make a map of our way to school/to the park Start of Ramadan Eid	<i>Activities across EYFS to be progressive based on age of children</i> Trip to the Beach Caterpillars in school to hatch and observe. Under the Sea – singing songs and sea shanties Fossil hunting Dinosaur theme day Father's Day Heathy Eating Week World Environment Day Ice cream van visit

		Anti- Bullying Week Theatre Trip Nursery rhyme week				
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 supports 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 learners 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>					
Overarching Principles	<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 & 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 environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>The Power of Play: At Fishburn Primary School we understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct mix of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education has to play in providing firm foundations upon which the rest of a child's education is successfully based.</p>					
Parental Engagement	Staggered Start Parents Evening Home/School Agreement Phonics workshop Class Dojo Evidence me	Nativity Maths workshop Parents Evening Bedtime story evening Autumn reports Class Dojo Evidence me	Parents to share a story Random acts of kindness challenge Class Dojo Evidence me	Parents Evening Spring reports Class Dojo Evidence me	RSE parent meeting Reading picnic Class Dojo Evidence me	Summer report Parents Evening Sports day Class Dojo Evidence me

Personal, Social, Emotional Development
ELG: Self-regulation, Managing Self & Building Relationships

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me and how I have grown!	Spells & Sparkles	Out of this World! (Space)	Growing Green and Natural Habitats	Superheroes	A Pirates Life for me!
Prime Areas of Learning					
<p style="color: blue; text-align: center;">Children learn to self-regulate and understand their emotions when they are able to do the following: Controlling own feelings and behaviours, Applying personalised strategies to return to a state of calm, Being able to curb impulsive behaviours, Being able to concentrate on a task, Being able to ignore distractions, Behaving in ways that are pro-social, Planning, Thinking before acting, Delaying gratification, Persisting in the face of difficulty.</p> <p>Children at the Expected Level of Development in PSED, by the end of Reception will:</p> <ul style="list-style-type: none"> Show and 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 focussed 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 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. 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>Introducing routines new reception routines</p> <p>Highlighting behaviour expectations and rules. Expressing feelings and introducing Zones of Regulation via 'The Colour Monster' story.</p> <p>Talking about themselves with friends and adults and sharing an 'All About Me' box.</p> <p>Sharing photos baby, family, homes.</p> <p>Making friends/learning friendly behaviours.</p> <p>Role play opportunities in provision to explore.</p> <p>Sharing weekly news. Show and Tell .</p> <p>Green Cross Code- safety when out and about- prior to visit to in local community.</p> <p>Board/family games focus to be sent home – SNAP!</p>	<p>Growing familiarity with Class -Share photos of family and community celebrations. Children in Need- 'Susan Laughs' story celebrating, respecting and understanding difference. Sharing weekly news. Show and Tell. Safety fire brigade visit to talk about firework safety. Police visit. -Reinforce Green Cross Code prior to panto trip. Antibullying week bullying and cyberbullying – introduce 'Giraffes Can't Dance' and 'Digi Duck' stories. Board/family game focus – Connect 4.</p>	<p>Reflecting upon Christmas. Sharing weekly news. Show and Tell Fairtrade Fortnight Safer Internet Day learn about Smartie the Penguin. Visit from the nurse -Germs investigations continuing from Nurse visit e.g. mouldy bread observing and comparing change. Board/family game focus – Snakes and Ladders Astronauts- healthy living in space.</p>	<p>Talking about Easter. Sharing weekly news. Show and Tell. Reinforce Green Cross Code prior to trip. Showing understanding that good practices regarding exercise, eating, sleeping and hygiene can contribute to good health. Exploring fruits and Vegetables- 5 a day. Favourite foods and party foods-Tiger Who Came to Tea- Planning and hosting a healthy tea party. Making fruit kebabs. Teeth- visit from dentist. Healthy eating and dental hygiene. How do people help us to stay fit and healthy in our local community? -Books to read Dave and the Tooth fairy, How to Look after Teeth. Board/family game focus - Kerplunk</p>	<p>Sharing weekly news. Show and Tell. Visit from Heroes. Caring for the World. Reinforce Green Cross Code prior to trip. Children sharing information about themselves, linking to updated version of the 'All About Me' box. Board/family game focus – Snakes and Ladders.</p>	<p>Teamwork- e.g. den building day. Sharing weekly news. - Show and Tell. Visit to the Beach. Reinforce Green Cross Code, beach safety and sun safety prior to beach trip. Sun safety and importance. -Internet safety watching videos. What to do if you see something you don't like online- Lee and Kim. Board/family game focus – Jenga</p>

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.

Children at the Expected Level of Development in CLL, by the end of Reception will:

- 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 teachers and peers
- Participate in small groups, class 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 the use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

WELCOME TO RECEPTION!

Language Link baseline assessment.

Rhymes and Stories. Story retelling and Nursery rhyme practice in provision. Sharing with others ‘All About Me’ boxes. Show and Tell. Sharing visual timetable. Sharing photographs baby, family, homes, pets. Updating the Reception class photo album to leave in provision. Good listening rules and carpet time expectations. Phase 1 sound games listening and phonological awareness. Asking questions. Story creation and telling. Poetry Basket resources. Role Play and small worlds areas to enhance key texts/other texts, e.g. ‘The Colour Monster’. -Visit to Hardwick Park speaking and listening asking questions. Reflecting on photos from trip back in school. Circle Time. Artefact enhancements to provoke language and curiosity- Skeletons, Autumnal collections, fruits and veg in investigation area.

Tell me a story!

Rhymes and Stories. Story retelling and Nursery rhyme practice in provision. Show and Tell. Sharing visual timetable. Sharing photographs in the Reception photo album. Sharing photos and experiences family celebrations e.g. past birthdays and Christmas. Story creation and telling. Poetry Basket resources. Role Play and small worlds areas e.g. e.g. ‘One Snowy Night’ winter scene, Antarctica. Christmas village (Jolly Postman). -Telling jokes Christmas crackers. Christmas Nativity performance. Asking questions. Trip to Pantomime and church. Reflecting on photographs in class. Circle Time. Artefact enhancements to provoke language and curiosity- Diwali.

Tell me why?

Rhymes and Stories. Story retelling and Nursery rhyme practice in provision. Show and Tell. Sharing visual timetable. Sharing photographs in the Reception photo album. Sharing Christmas news. story creation and telling. Poetry Basket resources. Role Play and small worlds areas – space and rockets. Visits from nurse Circle Time. To speak confidently to friends and adults. To select resources independently. Artefact enhancements to provoke language and curiosity- winter animals, Polar Explorer, old washing artefacts. - astronaut scene, solar system model, maps.

Talk it through...

Rhymes and Stories. Story retelling and Nursery rhyme practice in provision. Show and Tell. Sharing visual timetable. Sharing photographs in Reception photo album. Stories story creation and telling. Poetry Basket resources. Role Play and small worlds areas e.g. farm scene, police. Visit to the farm speaking and listening asking questions. Reflecting on photos back in school. Visit from Police asking questions. World Book Day – author visit asking questions. Circle Time. Artefact enhancements to provoke language and curiosity- interesting fruits and veg, different animals.

What happened?

Rhymes and Stories. Story retelling and Nursery rhyme practice in provision. Show and Tell. Sharing visual timetable. Sharing photographs in Reception photo album. Story creation and telling. Poetry Basket resources. Role Play and small world areas e.g. space, scene, ‘Three Little Pigs’. Reflecting on photos back in school. Circle Time. Artefact enhancements to provoke language and curiosity

Time to share!

Rhymes and Stories. Story retelling and Nursery rhyme practice in provision. Show and Tell. Sharing visual timetable. Sharing of photographs in Reception photo album. Story creation and telling. Poetry Basket resources. Role Play and small worlds areas e.g. Underwater scene, minibeasts. Visit to the seaside talking about their own holidays. Reflecting on photos back in school. Circle Time. Artefact enhancements to provoke language and curiosity caterpillars to observe lifecycle, old photo of the seaside, interesting shells. Class assembly performance. End of year performance to parents.

Physical Development ELG: Gross Motor Skill & Fine motor skills	<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, 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.</p> <p>Children at the Expected Level of Development in PD, by the end of Reception 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, • 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>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. Cooperation games including parachute outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Weekly PE & Daily Squiggle while you wiggle / Doh Disco</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. Ball skills- throwing and catching. Crates play-balancing and climbing. Hula hoops for skipping in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers</p> <p>Weekly PE & Daily Squiggle while you wiggle / Doh Disco</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 / Cutting with Scissors. Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.</p> <p>Weekly PE & Daily Squiggle while you wiggle / Doh Disco</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Balance- children moving with confidence Dance related activities in the stage area. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>Weekly PE & Daily Squiggle while you wiggle / Doh Disco</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 / Draw a cross Obstacle activities children moving over, under, through equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p> <p>Weekly PE & Daily Squiggle while you wiggle / Doh Disco</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks such as Duplo. Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics /Balance</p> <p>Weekly PE & Daily Squiggle while you wiggle / Doh Disco</p>
Specific Areas of Learning						

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)

Children at the Expected Level of Development in Literacy, by the end of Reception will:

- Say a sound for each letter in the alphabet and at least 10 digraphs
- Read words consistent with their phonics knowledge by sound-blending
- Read aloud some simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- 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

In addition to our core reading spine children will also encounter:

Non-Fiction texts linked to families, bodies and senses and animals, favourite foods

Action Words from ELS

Introduction to Oxford Owl E books

In addition to our core reading spine children will also encounter:

Non-Fiction texts linked to seasons and seasonal change, celebration eg Halloween (celebrations from around the world – look at how America celebrates Halloween)

Action Words from ELS

Introduction to Oxford Owl E books

In addition to our core reading spine children will also encounter:

Non-Fiction texts linked to: Space, Plants, Solar System.

Action Words from ELS

Introduction to Oxford Owl E books

In addition to our core reading spine children will also encounter:

Non-Fiction texts linked to: Growing, Spring/ Summer/ Weather, Mini Beasts and Insects, Habitats, Climates within the UK and around the world.

Action Words from ELS

Introduction to Oxford Owl E books

In addition to our core reading spine children will also encounter:

Non-Fiction texts linked to weather, the outdoors (regional, national and global, emergency services, people who help us – humans and animals)

Action Words from ELS

Introduction to Oxford Owl E books

In addition to our core reading spine children will also encounter:

Non-Fiction texts linked to our natural world, the environment, land, sea and air.

Action Words from ELS

Introduction to Oxford Owl E books

Phonics teaching through Essential Letters and Sounds

Reception/Primary 1 Autumn 1: Phase 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/s/ <s>	/l/ <l>	/g/ <g>	/k/ <ck>	/ʃ/ <ss>	/h/ <h>
/a/ <a>	/n/ <n>	/o/ <o>	/e/ <e>	Assess and review week R:1	/b/
/l/ <t>	/m/ <m>	/c/ <c> <k>	/u/ <u>		/f/ <f> <ff>
/p/ <p>	/d/ <d>		/r/ <r>		/l/ <l> <ll>
I, the, no		put, of, is	to, go, into	pull	as, his

Reception/Primary 1 Spring 1: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:4	/ar/ <ar>	/ow/ <ow>	/ure/ <ure>	Assess and review week R:5	Review week R:6
/oo/ <oo> (book)	/ur/ <ur>	/oi/ <oi>	/er/ <er>		
	/oo/ <oo> (food)	/ear/ <ear>	/oa/ <ow>		
	/oi/ <oi>	/air/ <air>			
	they, all, are		ball, tall	when, what	

Reception/Primary 1 Summer 1: Phase 4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Phase 4:1 CVCC –ed /ed/	Phase 4:2 CCVC –ed /t/	Phase 4:3 CCVCC –ed /d/	Phase 4:4 CCCVC	Assess and review week R:13	Phase 4:5 CCCVCC –er –est

Reception/Primary 1 Autumn 2: Phase 3*					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/j/ <j>	/y/ <y>	/sh/ <sh>	/ai/ <ai>	–es (where there is no change to the root word) Assess and review week R:2	Review week R:3
/i/ <i>	/z/ <z> <zz>	/th/ <th>	/ee/ <ee>		
/w/ <w>	/kw/ <qu>	(voiced and unvoiced) /ng/ <ng> /nk/ <nk>	/igh/ <igh>		
/ks/ <x>	/ch/ <ch>		/oa/ <oa>		
he, she, buses	we, me, be	push	was, her		my, you

Reception/Primary 1 Spring 2: Phase 3-4					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Review week R:7	Review week R:8	Review week R:9	Review week R:10	Assess and review week R:11	Review week R:12
said, so, have	were, out, like	some, come, there	little, one, do	children, love	

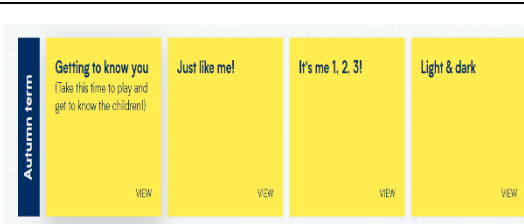
Reception/Primary 1 Summer 2: Phase 5 introduction					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
/ai/ <ay>	/oi/ <oy>	/w/ <wh>	/or/ <au>	Assess and review week R:14	/igh/ <i-e>
/ow/ <ou>	/ur/ <ir>	/f/ <ph>	/ee/ <ey>		/oa/ <o-e>
/igh/ <ie>	/yoo/ <ue>	/yoo/ <ew>	/a/ <a-e>		/yoo/ <u-e>
/ee/ <ea> –le	/or/ <aw>	/oa/ <oe>	/ee/ <e-e>		/s/ <c>
oh, their	people, Mr, Mrs	your, ask, should	would, could, asked	house, mouse, water	want, very

* Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children's sounding out and blending skills.

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.

Children at the Expected Level of Development in Maths, by the end of Reception will:

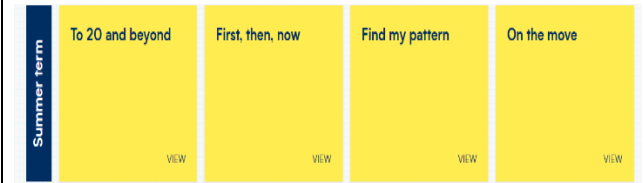
- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall without reference to rhymes etc numbers bonds up to 5 including subtraction facts and some number bonds to 10 including double facts.
- 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 evenly.



White Rose Maths



White Rose Maths



White Rose Maths

Understanding of the world
ELG: Past & present
People, culture & communities
The natural world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Children at the Expected Level of Development in Understanding of the World, by the end of Reception will:

- Talk about the lives of people around them and their role in society
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read / taught in class.
- Understand the past through stories, characters and events encountered in books read and during class storytelling.
- 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 and taught 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.
- 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 taught and read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed.

Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (freezing, melting, floating/sinking) Can name and explore their 5 senses, explaining in simple terms what their 5 senses are.

Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Transport in space. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes. Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/ different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local importance to the community.

Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots

Discuss Superheroes with the children. Who are they? Discuss everyday superheroes e.g. mum / dad etc. Discuss different careers and superheroes. Discuss Fictional superheroes. Talents and what makes us special. Build on uniqueness from earlier topics and follow children's interests. Create a superhero and hold a superhero day.

Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seaside long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

Computing and E-safety

	Computing and E-safety					
Special Celebrations & British Values	<p>Everyday uses of technology at school and at home. Using simple programs and software on computers and iPad. E-safety- DigiDuck's</p>	<p>Computerised Drawings E-safety- Smartie the Penguin</p>	<p>Logging on/off Recording Media: Sound, video, still images Programming and Control: Beebots; programmable toys; iPad apps e.g. Daisy the Dinosaur. E-safety- Smartie the Penguin</p>	<p>Computerised Drawings E-safety- Smartie the Penguin</p>	<p>Logging on/off E-safety- Safer Internet Day</p>	<p>Logging on/off Using age-appropriate software- Google Earth Creating simple animations using appropriate software. E-safety- Digital Explorers/Smartie the Penguin</p>
	<p>Special Celebrations: Harvest Festival Halloween</p>	<p>Special Celebrations: Diwali Hannukah Christmas Remembrance Day</p>	<p>Special Celebrations: Chinese New Year Shrove Tuesday / Ash Wednesday St Georges Day</p>	<p>Special Celebrations: Holi Palm Sunday Easter Vaisakhi Start of Ramadan</p>	<p>Special Celebrations: Eid</p>	<p>Special Celebrations: Summer Solstice Eid</p>
RE	<p>Mutual Respect</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith</p>	<p>Rule of Law</p> <p>We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual Liberty</p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
	We follow the Durham RE Syllabus for Religious Education in Reception.					
	<p>Me, Others and The World Around Me</p> <ul style="list-style-type: none"> • I am Special • Harvest • Special People (Values) • Christmas 	<p>Jesus</p> <ul style="list-style-type: none"> • Stories Jesus Heard • Stories Jesus Told • Easter 	<p>Special Places, Things and Objects</p> <ul style="list-style-type: none"> • Friendship • Special Places • Prayer • Special Times 			

Expressive art and design ELG: Creating with materials & being imaginative & expressive	Children at the Expected Level of Development in Expressive Art and Design by the end of Reception will: <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. Invent, adapt and recount narratives and stories with peers and their teachers. Sing a range of well-known nursery rhymes and songs. 					
	Creating with materials: Art * Colour Mixing * Creating representations of self and others. * Choosing and using colours appropriately Design and Technology * Using simple tools effectively. * Exploring construction materials. Music & Dance * Singing a range of songs and performing actions. * Explore the sounds of different instruments and exploring body movements. Being Imaginative and Expressive: Imaginative Play * Role Play- House, Bakery, Hospital Small World	Creating with materials: Art * Combining Materials * Creating textures * Adapting work where necessary Design and Technology * Using simple tools effectively. * Exploring construction materials. Music & Dance * Exploring a range of movements to music. Being Imaginative and Expressive: Imaginative Play * Role Play- Santa's Grotto, Santa's Workshop Small World	Creating with materials: Art * Creating different textures * Exploring pattern and colour * Combining media to create different effects. Design and Technology * Using simple tools effectively. * Joining materials using a range of equipment. Music & Dance * Exploring a range of movements to music. * Creates simple repeated rhythms using instruments. * Adapting body movements to music tempo. Being Imaginative and Expressive: Imaginative Play * Role Play- Castle, Fantasy, House Small World	Creating with materials: Art * Creating different textures * Exploring pattern and colour * Combining media to create different effects. Design and Technology * Using simple tools effectively. * Joining materials using a range of equipment. Music & Dance * Creates simple repeated rhythms using instruments. * Adapting body movements to music tempo. Being Imaginative and Expressive: Imaginative Play *Role Play – Farm, Farm Shop, Hospital, Baby Clinics, Vets Small World	Creating with materials: Art * Combining media to create different effects. * Adapting work where necessary Design and Technology * Constructing with a purpose. * Adapting and problem solving during construction activity. Music & Dance * Creates simple repeated rhythms using instruments. * Simple repeated sequences. Being Imaginative and Expressive: Imaginative Play *Role Play –Minibeast cafe Small World	Creating with materials: Art * Combining media to create different effects. * Adapting work where necessary * Exploring colour, pattern and texture. Design and Technology * Constructing with a purpose in mind. * Adapting and problem solving during construction activity. Music & Dance * Creates simple repeated rhythms using instruments. * Simple repeated sequences. Being Imaginative and Expressive: imaginative Play * Role Play- Pirate Ship and Treasure Island, Underwater world Small World
Assessment Opportunities	Analyse Nursery Assessments In-house - Baseline data on entry Reception Baseline Assessment Data Phonic assessment Language Link Screening	Ongoing assessments Baseline analysis Pupil progress meetings Parents evening EYFS team meetings In house moderation Midterm Assessments Language Link update Phonics assessment	GLD Projections for moderation EYFS team meetings Phase meeting Internal moderations Language Link update Phonics assessment	Pupil progress meetings Parents evening EYFS team meetings Language Link update Phonics assessment	LA and cross school moderation EYFS team meetings Language Link update Phonics assessment	Pupil progress meetings Parents evening info EYFS team meetings EOY data Language Link update Phonics assessment

End of Reception Year Expectations made from a 'holistic' 'best fit' judgement.

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ART AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</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>ELG: Numerical Patterns</p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>