



Year R Long term planning



In their first year in school our Reception children follow the Early Years Curriculum and develop their knowledge, skills and understanding through a combination of both play-based learning and more focused teacher led sessions. They will Play and Explore to enhance their curiosity across the curriculum. They will learn to become Active Learners who are motivated to challenge their learning and become Critical Thinkers not only in the classroom but in their wider environment. As a Rights Respecting School children will learn their Rights and how to respect the rights of themselves and others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	7 weeks	7 weeks	6 weeks	6 weeks	6 weeks	7 weeks
Main topics/Themes	I wonder who am I...(3 weeks) I wonder what happens in the Magic world (4 weeks – includes Autumn experiences)	I wonder what celebrations are there where you live?	I wonder what happens inside and outside our world...	Once upon a time in a land far far away...	All creatures great and small...	We are all champions...
Key Experiences and Wow moments (These ideas may change due to children's interests/fascinations)	All about me and my family Woodlands walk (Phonics) Season changes Harvest Festival	Halloween Harry Potter Fairies Christmas performance Pantomime Remembrance day Children's Night Bonfire Night Christmas around the word Post a letter to Santa	Space Day Planetarium China India Other countries Looking at contrasting environments (beach, village, cities)	Traditional tales and fairy tales: GBM, Jack and the Beanstalk, The princess and the pea, The emperor's new clothes... Make a gingerbread man Book week (1 week) Plant a seed (peas, beans...) Spring / New Life Share a story with a grown up Library bus Mother's day shop donation/money Possibilities: Victorian period?	Animals Habitats Dinosaurs Growing butterflies Minibeasts/other animals investigations Scavenger hunts How to save the Planet Possibilities: Longdown farm? Frog tadpoles Pet day Class pet	The best we can be Healthy fun week Champions around us Invite real life superheroes to speak to us Sports Day Sport Workshop Father's day shop donation/money

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<p>Key texts (other texts will be used according with children's interests)</p>	<p>Who are you (week 1-3) The Gruffalo (week 4-5) The leaf thief (Week 6-7)</p>	<p>Room on the broom – Julia Donaldson (week 1-2) Diwali + Pudsey Bear +remembrance day (week 3) Kiper's birthday - Baxter's birthday (week 4) RE (week 5) Norman, the slug who saved Christmas (Week 6-)</p> <p>Others they may be read aside:</p> <p>Christopher Pumkin – Sue Hendra Night before Christmas The Best Christmas Present Ever! Father Christmas needs a wee – Nicholas Alan Christmas Jesus Party - Nicholas Alan</p>	<p>Toys in Space – Mini Grey Astro Girl – Ken Wilson-Max Whatever next – Jill Murphy The Easter chick – Geraldine Elschener Books about countries + atlases</p>	<p>The gingerbread man Little Red riding Hood Goldilocks and the three bears Jack and the beanstalk The princess and the pea The emperor's New clothes The Hungry Caterpillar – Eric Carle The mummy shop – Abbie Longstaff</p>	<p>Amazing animal babies – Kay Barnham Hocus Pocus Diplodocus – Steve Howson Dinosaurs don't have bedtimes! – Timothy Knapman Rumble in the jungle! – Giles Andreas</p>	<p>Selection of non-fiction books Superworm</p>
<p>Resources needed beforehand</p>	<p>Harvest (ingredients to bake an apple pie)</p>					

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	Room on the broom (decorate a biscuit for the witch)					
I wonder wall...	Children will have the opportunity to see their own questions investigated throughout the year even if it's not topic related.					
	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 .					
Personal Social Emotional Development	All about me and the others - Settling in - Getting to know my friends and my teachers - Classroom rules - How do I feel - Playing with my new friends - Begins to build new relationships	Can share and take turns Listens to others Begins to deal with frustration moments (i.e. when someone has taken a toy...) Can understand others' feelings Getting to know other religions and beliefs Begins to adapt behaviour to different social events	Continues to share and take turns Listens to others and shares their own views Begins to compromise before a problem Can choose own activities and explain choices	Can work in group Continues to show understanding and empathy towards others' feelings Is confident at choosing and explaining how and why has made those choices	Begins to show understanding and caring for the animals and other living things Can adapt own behaviour when visiting the Zoo	Transition to year 1 - My new teachers - My new classroom - How do I feel
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 .					

Listening and attention
Understanding
Speaking

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<p>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, BLAST, EYFS productions, Wonderful Word of the week, WellComm interventions and daily story time using high quality texts (Book list and others)</p>						
Physical Development	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Mark Making Hold pencil/paint brush beyond whole hand grasp Pencil Grip Dressing (shoes and coat on)</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials (cutting with scissors) Show preference for dominant hand Begins to form letters correctly</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Handle tools, objects, construction and malleable materials with increasing control Holding Small Items / Button Clothing / zips Forms recognisable letters and numbers</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors Start to cut along a curved line, like a circle</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Continues to show good control when manipulating tools (scissors, split pins...) Build things with smaller linking blocks, such as Duplo or Lego Healthy fun week</p>
<p>Funky Fingers day and Enhanced Provision (A variety of activities will be planned to continue to promote a secure and confident gross and fine motor skills) Oral health - will be promoted within our curriculum, encouraging the children to grow a deeper understanding and awareness of looking after their teeth (i.e. sweets, fizzy drinks...) Managing own basic hygiene and personal needs Cosmic Kids yoga</p>						
Physical Development (Real PE programme)	<ul style="list-style-type: none"> I can follow instructions, practise safely and work on simple tasks by myself (Level 1) I enjoy working on simple tasks with help (Pre-level 1) 	<ul style="list-style-type: none"> I can work sensibly with others, taking turns and sharing (Level 1) I can play with others and take turns and share with help (Pre-level 1) 	<ul style="list-style-type: none"> I can understand and follow simple rules and can name some things I am good at (Level 1) I can follow simple instructions (Pre-level 1) 	<ul style="list-style-type: none"> I can explore and describe different movements (Level 1) I can observe and copy others (Pre-level 1) 	<ul style="list-style-type: none"> I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together (Level 1) I can move confidently in 	<ul style="list-style-type: none"> I am aware of why exercise is important for good health (Level 1) I am aware of the changes to the way I feel when I exercise (Pre-level 1)

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	<p>The Birthday Bike Surprise Coordination: Footwork (FUNS Station 10)</p> <p>Pirate Pranks! Static Balance: One Leg (FUNS Station 1)</p>	<p>Journey to the Blue Planet Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)</p> <p>Monkey Business! Static Balance: Seated (FUNS Station 2)</p>	<p>Tilly the Train's Big Day Dynamic Balance: On a Line (FUNS Station 5)</p> <p>Thembi Walks the Tightrope Static Balance: Stance (FUNS Station 4)</p>	<p>Clowning Around! Coordination: Ball Skills (FUNS Station 9)</p> <p>Wendy's Water-ski Challenge Counter Balance: With a Partner (FUNS Station 7)</p>	<p>different ways (Pre-level 1)</p> <p>John and Jasmine Learn to Juggle Coordination: Sending and Receiving (FUNS Station 8)</p> <p>Ringo to the Rescue Agility: Reaction/Response (FUNS Station 12)</p>	<p>Sammy the Squirrel Agility: Ball Chasing (FUNS Station 11)</p> <p>Casper the Very Clever Cat Static Balance: Floor Work (FUNS Station 3)</p>
	<p>At home Real Gym – Shape</p>	<p>Dance linked to Topic Unit 2 Lesson 4</p>	<p>Jungle Trip Real Gym – Travel</p>	<p>Park Life Real Gym – Flight Rotation</p>	<p>Toy Box Real Gym</p>	<p>Sports Day Games</p>
Literacy: Reading	<p>Listens to stories and can describe events Shows awareness of rhyme, alliteration and syllables Begins to listen to sounds Begins to hear the initial sounds in words Begins to recognise letter sounds Begins to read phase 2 tricky words Begins to put 2 letter sounds together</p>	<p>Can describe story's events and characters and discuss information they read or was read by others Uses vocabulary influenced by stories they know or read Recognises letter sounds Can hear the initial sounds in words and begins to hear medial Recognises when 2/3 letters together make 1 sound</p>	<p>Continues to recognise letter sounds Continues to recognise when 2/3 letters together make 1 sound Begins to identify the letter names Begins to decode 2 syllable words Using pictures to know how characters are feeling</p>	<p>Continues to recognise letter sounds Continues to recognise when 2/3 letters together make 1 sound Identifies the letter names Can decode 2 syllable words Answering 'who', 'what' and 'where' questions</p>	<p>Reading CVCC (e.g. hand, help) and CCVC words (e.g. stop, flap) Using taught skills independently when reading Predicting what might happen next in stories</p>	<p>Using taught skills independently when reading Answering questions about stories – how and why</p>

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		Can put 3 sounds together to read cvc words Can read some phase 2 tricky words				
Phonics	Phase 1 (3 weeks) Phase 2 (4 th week onwards)	Phase 2	Phase 2/3	Phase 3	Phase 3/4	Phase 2-4
Literacy: Writing	Name writing Begins write initial sounds in words Funky fingers opportunities (fine and gross motor skills activities)	Letters begin to match the sounds Begins to spell 2 letter and CVC words Begins to spell tricky words Begins to write simple captions	Writes letters to match sounds Can spell CVC words Begins to write simple sentences (i.e. 'I am big; I can run...') Can spell taught tricky words	Can write simple sentences Begins to use finger spaces Begins to correctly spelling words that can be sounds out (high frequency words) Continues to spell taught tricky words	Continues to use finger spaces Begins to use full stops Begins to use capital letters	Can use finger spaces Grows in confidence in using capital letters and full stops Creates mini stories or books Begins to spell words with more than 1 syllable
Maths (White roses Programme)	Entry assessment (counting, recognising, making sets, ordering and identifying shapes) Match and sort Compare amounts Compare size, mass and capacity Explores patterns	Numbers 1, 2, 3 (representing, comparing, composition of...) Numbers to 5 (counting, recognition and composition) 1 more, 1 less to 5 Circles and triangles Positional language Circles and triangles	Number bonds to 5 Introducing Zero Numbers 6, 7, 8 (counting, recognition and composition) Begins to add 2 quantities together (applying subitising whenever possible) Length and height Time Capacity Mass	Numbers 9 and 10 Comparing numbers to 10 Number bonds to 10 Addition – counting on 3D shapes Patterns (continue to build up previous knowledge to more	Numbers to 20 (counting to and back, comparison) Subtraction – counting back Size – comparison and ordering 3 items	Numbers to 20 (1 more/1 less, recognition of numeral) Ordinal numbers

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		Shapes with 4 sides Time		complex patterns ABB,AAB, AABB)		
Understanding the World	Getting to know me and my family I can show interest in different occupations Can draw similarities and make comparisons between different traditions and beliefs Getting to know my local area I understand the way we celebrate Christmas has changed over time Weather changing		Recognising that people have different beliefs Weather changing Science experiments I can explore and talk about the life cycles of an animal or plant I can start to develop an understanding of growth, decay and changes over time I understand the past and present looking at a variety of texts and exploring different figures (Neil Armstrong)		I can explore and talk about animals and their habitats I understand ways of protecting the environment I continue to develop an understanding of growth, decay and changes over time	I can talk of ways to keep my body healthy I am going to Year 1 I explore different people who help us and discuss the importance of their roles within our community/society
Expressive Arts and Design	Building models using a variety of resources (blocks, junk modelling) Manipulating a variety of tools (scissors, split-pins, play dough tools) Collages, painting, portraits, famous artists Role play through a range of topics and children's interests Exploring sounds and colours (what changes occur) Crafts and Arts related to topics (Christmas, Halloween, Bonfire, Diwali...)					
Religious Education	RE – celebration Harvest	RE – Celebration Harvest Celebrating Birth (linked to Jesus)	RE: Concept – Storytelling To find out about the importance of storytelling and how and why Jesus was a storyteller -	RE: Concept - Eggs as a symbol of New Life	RE: Concept - Special clothes and things	RE: Looking forward (transition to year 1)

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