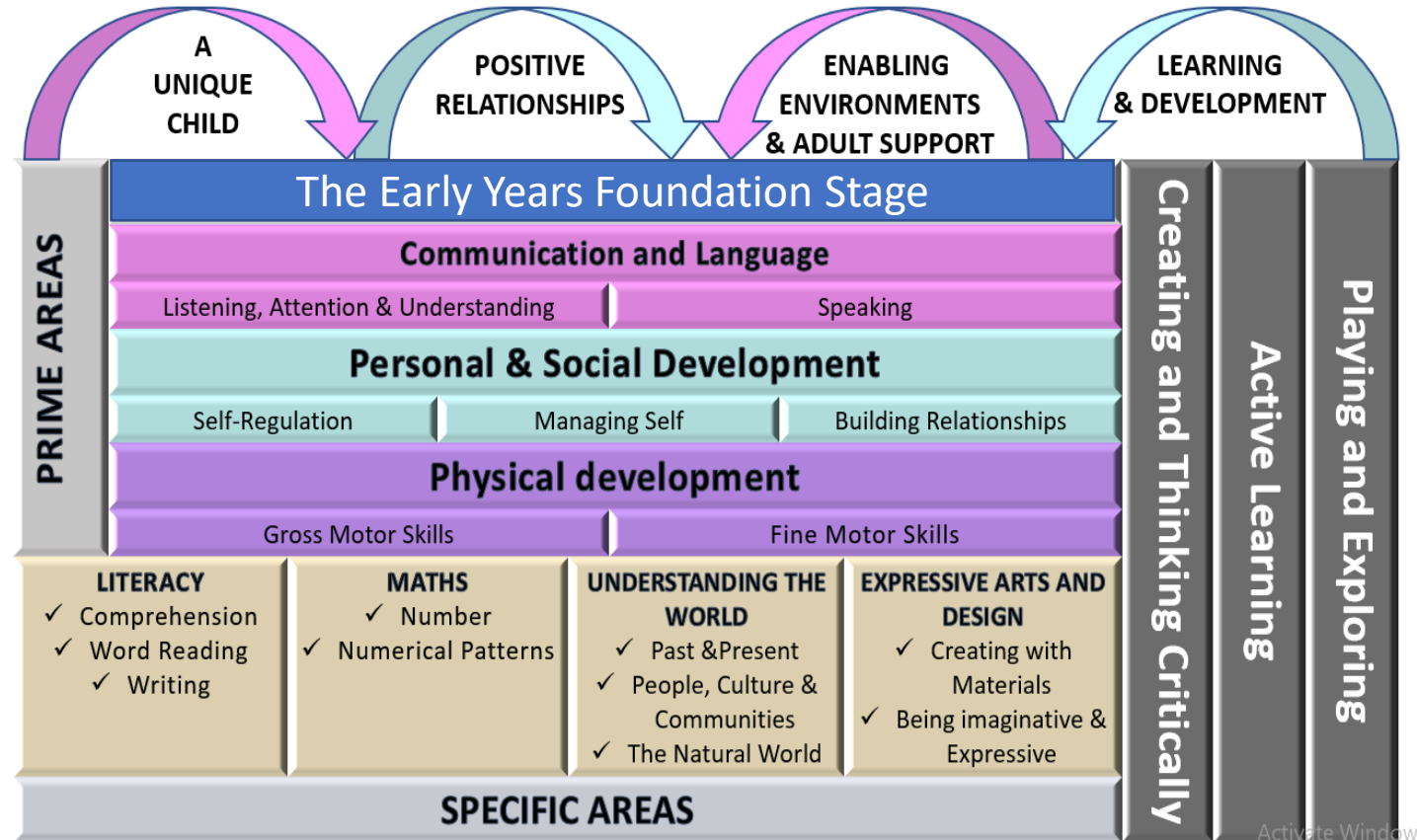


# RECEPTION LONG TERM PLAN 23-24

At St Helena's C of E Primary School, we are passionately committed to helping all children open their minds, widen their horizons, and develop a better world. We do this by providing a foundation of strong moral and social values, ensuring all can play an active, responsible role within the community.

We seek to reveal and develop the talents of everyone, so that we may flourish and become the valued and valuable person God intended us to be. We work towards every member of our school community being happy, confident, committed learners, reaching their full academic potential.

"I have come that they may have life and have it to the full." John 10:10



# RECEPTION LONG TERM PLAN



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

| GENERAL THEMES  | ME AND MY WORLD  |   | MAGICAL WORDS  | SUPER SPACE  | IN THE GARDEN   | ALL ABOARD  |
|---|--|---|--|--|---|---|
| <p>NB: <i>THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p> | <p>Starting school / my new class / New Beginnings<br/>My family / PSED focus /relationships/feelings<br/>What am I thankful for?<br/>Self Portraits: works by Frida Kahlo<br/>Autumn Harvest</p>                          | <p>Understanding emotions<br/>Celebrating differences<br/>Winter festivals<br/>Staying healthy<br/>Christmas<br/>Bonfire Night<br/>Remembrance Day<br/>Pablo Picasso's Melancholy Woman</p>                 | <p>Nature poetry<br/>Caring for nature<br/>Where do we live?<br/>Reduce, Reuse &amp; Recycle<br/>Transitional art: Andy Goldsworthy and James Brunt<br/>Weather/seasons</p>                                | <p>Space travel<br/>Astronauts<br/>The Moon<br/>Van Gogh's Starry Night<br/>Spring<br/>Easter</p>  | <p>Growing plants<br/>Minibeasts<br/>Life cycle of a butterfly<br/>Feature of cities and countryside<br/>Works by Georgia O'Keeffe</p>  | <p>Transport/Travel, past and present<br/>People who help us/Careers<br/>Features of London<br/>Works by Andy Warhol<br/>Summer<br/>Preparing for Year 1</p>                                      |
| <p>HIGH QUALITY TEXTS<br/>KEY TEXTS ARE USED AS A HOOK INTO THE THEME LEARNING</p>                | <p><b>Key Text: Owl Babies</b><br/>Everyone is Welcome<br/>Hair Love<br/>Home<br/>In every house in every street<br/>What makes me a me?<br/>Leaf Man<br/>Pumpkin Soup<br/>It was a cold dark night<br/>Little Red Hen</p> | <p><b>Key Text: Ruby's Worry</b><br/>The Colour Monster<br/>Kindness Grows<br/>Lucy's Blue Day<br/>Only One You<br/>Unplugged<br/>Couch potato<br/>Little Glow<br/>The Nativity story<br/>Hats of faith</p> | <p><b>Key Text: The Lost Words</b><br/>Little Dandelion Seeds<br/>the World<br/>The Tin Forest<br/>The Wild Wood<br/>The Dandelion Seed<br/>Lanterns and Firecrackers<br/>Who crunched colin?<br/>Tidy</p> | <p><b>Key Text: Astro Girl</b><br/>Goodnight Spaceman<br/>Rocket Girl<br/>Look Up<br/>Curiosity<br/>On the Moon<br/>The Way Back Home<br/>Izzy Gizmo<br/>Rosie Revere Engineer</p> | <p><b>Key Text: Errol's Garden</b><br/>My Butterfly Bouquet<br/>The bug hotel<br/>We Found a seed<br/>The extraordinary gardener<br/>Yucky Worms<br/>David Attenborough: Little People, big dreams series</p> | <p><b>Key Text: The Naughty Bus</b><br/>A Walk Through London<br/>Last Stop on Market Street<br/>Katie In London<br/>All Through The Night: People Who Work While We Sleep<br/>100 Decker Bus</p> |
| <p>'WOW' MOMENTS / ENRICHMENT</p>   | <p>Baking bread<br/>Harvest festival service<br/>Rosh Hashanah Celebrations<br/>Visit to see owls at Tattershall Farm Park.<br/>Weekly welly walk in the community</p>   | <p>Baking gingerbread<br/>Pantomime performance<br/>Diwali Celebrations<br/>Nativity performance<br/>Christingle service<br/>Weekly welly walk in the community</p>   | <p>Luna New Year<br/>Visit to the church yard<br/>Big Garden Birdwatch<br/>Weekly welly walk in the community</p>  | <p>Shrove Tuesday<br/>World Book Day<br/>Mother's Day<br/>Easter service<br/>Weekly welly walk in the community</p>  | <p>Visit to the butterfly house at woodside wildlife park<br/>Raising caterpillars in classroom<br/>Weekly welly walk in the community</p>  | <p>Father's Day<br/>Make your own bus day<br/>End of year celebration<br/>Weekly welly walk in the community</p>  |

# RECEPTION LONG TERM PLAN



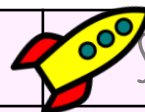
AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

ME AND MY WORLD

MAGICAL WORDS

SUPER SPACE

IN THE GARDEN

ALL ABOARD

UNDERPINNING  
THE CURRICULUM  
THIS TERM:

JOINING OUR LEARNING COMMUNITY

Supporting children's emotional literacy, through adult led teaching and learning which enables children to make the transition into school with confidence and supported wellbeing. Children's independence will be fostered, they will begin to take ownership of the classroom, know how to follow the school routine, understand expectations and begin to build positive relationships with peers and adults. Children will be immersed in a language rich environment; hearing and using new vocabulary everyday. Children will begin to understand, articulate and regulate their emotions.

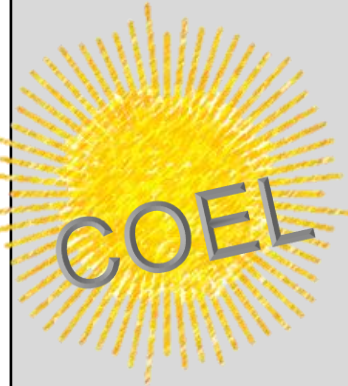

BUILDING FLEXIBLE MINDS AND ENQUIRING SPIRITS

Adult led teaching and learning this term is focused on building children's learning power; supporting children to feel connected, become resilient, use their growing language and communication skills to make enquiries and articulate ideas. Children will be enabled to apply their knowledge in new contexts, ask questions, make choices and take part in decision making.

VALUING GROWTH AS LEARNERS

Fostering children's effectiveness as learners, ensuring adult led teaching and learning recognises and celebrates children's growth as learners, and supports them to recognise and value this for themselves. Children will draw on their acquired vocabulary to use reflective language and make connections between ideas in their learning. Children will build their confidence and independence in tackling more complex tasks and increase their stamina in sustained shared thinking ready for their transition into Year 1.

# RECEPTION LONG TERM PLAN

|   | AUTUMN 1   | AUTUMN 2 | SPRING 1      | SPRING 2    | SUMMER 1      | SUMMER 2   |
|---|--|----------|---------------|-------------|---------------|------------|
| GENERAL THEMES  | ME AND MY WORLD  |          | MAGICAL WORDS | SUPER SPACE | IN THE GARDEN | ALL ABOARD |
| <br><br>  | <b>Characteristics of Effective Learning</b>   |          |               |             |               |            |
|   | <p><b>Playing and exploring:</b> - 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><b>Active learning:</b> - 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><b>Creating and thinking critically:</b> - 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> |          |               |             |               |            |
| <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum.</p> <p><b>Enabling environments:</b> 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><b>Learning and Development:</b> 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><i>PLAY: At St Helean's, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. 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.</i></p> |  |          |               |             |               |            |

# RECEPTION LONG TERM PLAN

|                      | AUTUMN 1   | AUTUMN 2   | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2   |
|----------------------|--|--|--|--|--|--|
| GENERAL THEMES       | ME AND MY WORLD  |  | MAGICAL WORDS  | SUPER SPACE  | IN THE GARDEN  | ALL ABOARD   |
| BRITISH VALUES       | <p><b>Mutual respect</b><br/>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><b>Mutual Tolerance</b><br/>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p> | <p><b>Rule of law</b><br/>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><b>Individual liberty</b><br/>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><b>Democracy</b><br/>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><b>Recap all British Values</b><br/>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> |
| SCHOOL VALUES        | <p>Friendship<br/>Lived out through positive relationship between all children and staff.</p> <p>Community<br/>Lived out through collective worship, collaborative partnerships and teaching about the world.</p>                      | <p>Compassion<br/>Lived out through our pastoral care and inclusion for all.</p>   | <p>Respect<br/>Lived out through, being kind, helping others and caring for our environment.</p> <p>Thankfulness<br/>Lived out through celebrations, praise and manners in action.</p>   | <p>Wisdom<br/>Lived out through our responsibility for and ownership of learning.</p>  | <p>Endurance<br/>Lived out through our talk of challenge and positive attitude towards future goals and targets.</p>   | <p>Hope<br/>Lived out through our exploration of our aspirations and dreams.</p>   |
| PARENTAL INVOLVEMENT | <p>Welcome meeting<br/>Seesaw involvement<br/>Harvest festival<br/>Parents Evening</p>   | <p>Seesaw involvement<br/>Nativity<br/>Reading cafe</p>  | <p>Seesaw involvement<br/>Reading Café</p>   | <p>Seesaw involvement<br/>Parents Evening<br/>Easter Service<br/>Reading café<br/>Allotment family learning</p>  | <p>Seesaw involvement<br/>Reading Café<br/>Community allotment</p>   | <p>Seesaw involvement<br/>Parents open evening<br/>End of year celebration<br/>Bus parade family learning</p>  |



# RECEPTION LONG TERM PLAN

|   | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1  | SUMMER 2   |
|---|---|--|--|---|---|--|
| GENERAL THEMES  | ME AND MY WORLD   |  | MAGICAL WORDS  | SUPER SPACE   | IN THE GARDEN   | ALL ABOARD   |
| COMMUNICATION AND LANGUAGE  | <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.</p> |  |  |   |   |  |
| EYFS Focus – C&L is developed throughout the year through high quality interactions using the ShREC approach, daily group discussions, sharing circles, daily story times using high quality texts, singing, speech and language interventions. | <p><b>Welcome to YR</b><br/>Children will know how to:</p> <ul style="list-style-type: none"> <li>Engage in settling in activities and talk routines throughout the day.</li> <li>Make friends.</li> <li>Talk about experiences that are familiar to them, their passions / goals / dreams.</li> <li>Discuss family routines and special occasions.</li> <li>Show an interest in the lives of other people.</li> <li>Follow instructions (settling in, putting my things away, following rules).</li> </ul>   | <p><b>Tell me a story!</b><br/>Children will know how to:</p> <ul style="list-style-type: none"> <li>Retell stories.</li> <li>Use words to describe feelings.</li> <li>Use story language.</li> <li>Listen and responding to stories.</li> <li>Follow instructions.</li> <li>Take part in discussions in groups and 1:1.</li> <li>Listen carefully and understand why listening is important.</li> <li>Choose books that will develop their vocabulary.</li> </ul> | <p><b>Tell me why!</b><br/>Children will know how to:</p> <ul style="list-style-type: none"> <li>Ask how and why questions.</li> <li>Retell a story with story language.</li> <li>Remember key points from a poem.</li> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Describe events.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Learn rhymes, poems and songs.</li> </ul> | <p><b>Explain to me!</b><br/>Children will know how to:</p> <ul style="list-style-type: none"> <li>Recite poems and songs.</li> <li>Retell stories and apply their talk to their writing.</li> <li>Listen to, engage in and talk about selected non-fiction.</li> <li>Articulate their ideas and thoughts into well-formed sentences</li> <li>Ask questions to find out more. Talk about experiences that are familiar to them, their passions / goals / dreams.</li> </ul> | <p><b>Can you recount an event?</b><br/>Children will know how to:</p> <ul style="list-style-type: none"> <li>Learn and recite, poems and songs</li> <li>Listen to, engage in and talk about non-fiction</li> <li>Describe events in some detail: farm trip, butterfly life cycle etc.</li> <li>Take part in discussions in groups and 1:1.</li> <li>Listen carefully and understand why listening is important.</li> <li>Choose books that will develop their vocabulary.</li> </ul> | <p><b>Tell me about differences?</b><br/>Children will know how to:</p> <ul style="list-style-type: none"> <li>Talk about similarities and differences between things in the past and now (London buses).</li> <li>Talk about the experiences they have had at different points in the school year.</li> <li>Describe events.</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Learn rhymes, poems and songs.</li> </ul> |



# RECEPTION LONG TERM PLAN

|   | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2   | SUMMER 1  | SUMMER 2  |
|---|---|--|--|--|---|---|
| GENERAL THEMES  | ME AND MY WORLD   |  | MAGICAL WORDS  | SUPER SPACE  | IN THE GARDEN   | ALL ABOARD  |
| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT                  | <p>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 9 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.</p> |  |  |  |   |   |
| MANAGING SELF<br>SELF REGULATION<br>MAKING<br>RELATIONSHIPS | <p><b>Children will know how to:</b><br/>           See themselves as a valuable individual.<br/>           Talk about the relationships they have at home with their family and friends.<br/>           Describe a friend.<br/>           Recognise and demonstrate friendly behaviour.<br/>           Join in with whole group activities.<br/>           Choose an activity independently.<br/>           Begin to express their feelings.<br/>           Maintain good hygiene, inc. oral hygiene.</p>  | <p><b>Children will know how to:</b><br/>           Look after their bodies and make healthy choices – drawing on class reading.<br/>           Use strategies to help maintain well-being.<br/>           Understand how to be a good friend.<br/>           Begin to consider the feelings of others and know how to regulate their behaviour accordingly.<br/>           Give focused attention to what adults say.<br/>           Seek help.<br/>           Begin to talk about different festivals such as Diwali, understanding why different people celebrate different things.</p> | <p><b>Children will know how to:</b><br/>           Make the right choices and the consequences of not making the right ones.<br/>           Build constructive and respectful relationships.<br/>           Manage their own needs.<br/>           Show resilience and perseverance in the face of challenge.<br/>           Develop confidence to try new activities.<br/>           Keep themselves safe (crossing roads on welly walks/dressing warmly for winter/lighting fires on trip etc.)</p> | <p><b>Children will know how to:</b><br/>           Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.<br/>           Understand that people need help.<br/>           Identify ways of being helpful to others and how this will make them feel.<br/>           Work and play cooperatively and takes turns with others.<br/>           Set and work towards simple goals.<br/>           Be confident to try new activities.<br/>           Look after their teeth and stay healthy, linked to class reading about astronauts.</p> | <p><b>Children will know how to:</b><br/>           Think about the perspectives of others.<br/>           Talk about the world that we live in and how there are similarities and differences.<br/>           Manage their own needs.<br/>           Identify ways to keep fit and healthy.<br/>           Show understanding of their own feelings and those of others and begins to regulate their behaviour accordingly.<br/>           Set and work towards simple goals.<br/>           Be confident to try new activities.</p> | <p><b>Children will know how to:</b><br/>           Show sensitivity/empathy towards their own and others’ needs.<br/>           Give focused attention to what adults say, responding appropriately even when engaged in an activity.<br/>           Follow instructions involving several ideas or actions.<br/>           To keep themselves safe and who to talk to when worried<br/>           Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> |

# RECEPTION LONG TERM PLAN




|  | AUTUMN 1   | AUTUMN 2   | SPRING 1  | SPRING 2  | SUMMER 1   | SUMMER 2   |
|--|--|--|---|---|--|--|
| GENERAL THEMES   | ME AND MY WORLD  |  | MAGICAL WORDS   | SUPER SPACE   | IN THE GARDEN  | ALL ABOARD   |
| 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. |  |   |   |  |  |
| <p><b>FINE MOTOR</b></p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p>DAILY OPPORTUNITIES FOR FINE &amp; GROSS MOTOR ACTIVITIES</p> <p><b>GROSS MOTOR</b></p> <p>WEEKLY PE LESSON</p> | <p><b>Children will know how to:</b></p> <p>Draw lines and circles using gross/fine motor movements .</p> <p>Hold pencil/paint brush beyond whole hand grasp.</p> <p>Take shoes on and off .</p> <p>Handle different woodworking tools safely.</p>   | <p><b>Children will know how to:</b></p> <p>Develop muscle tone to put pencil pressure on paper</p> <p>Use tools to effect changes to materials.</p> <p>Show preference for dominant hand .</p> <p>Button clothing and use zips.</p> | <p><b>Children will know how to:</b></p> <p>Begin to form letters correctly.</p> <p>Handle tools, objects, construction and malleable materials with increasing control.</p> <p>Cut safely with scissors.</p> | <p><b>Children will know how to:</b></p> <p>Hold a pencil effectively with comfortable grip.</p> <p>Form recognisable letters most correctly formed.</p> <p>Choose their dominant hand for mark making.</p> | <p><b>Children will know how to:</b></p> <p>Manipulate objects with good fine motor skills.</p> <p>Cut along a straight line with scissors.</p> <p>Begin to cut along a curved line.</p> | <p><b>Children will know how to:</b></p> <p>Write letters using the correct formation.</p> <p>Cut a shape out using scissors.</p> <p>Begin to draw diagonal lines.</p> <p>Draw pictures that are recognisable.</p> <p>Build things with smaller linking parts.</p> <p>Confidently and safely use a range of large and small apparatus.</p> <p>Complete PE: Games for understanding/ Rackets, bat, balls, balloons.</p> |
|  | <p>Further develop the skills they need to manage the school day successfully: lining up and queuing, meal times, personal hygiene.</p> <p>Use outdoor equipment safely.</p> <p>Complete PE: Walking 1</p>   | <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Complete PE: Moving/High, Low, Over, Under</p>                    | <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Complete PE: Hands 1</p>   | <p>Combine different movements with ease and fluency.</p> <p>Use balance bikes safely</p> <p>Complete P.E: Hands 2,</p>   | <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Complete PE: Swimming</p>   |  |





# RECEPTION LONG TERM PLAN

|  | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2  | SUMMER 1  | SUMMER 2   |
|--|---|---|---|---|---|--|
| GENERAL THEMES   | ME AND MY WORLD   |   | MAGICAL WORDS   | SUPER SPACE   | IN THE GARDEN   | ALL ABOARD   |
| 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). |   |   |   |   |  |
| <p>COMPREHENSION<br/>- DEVELOPING A<br/>PASSION FOR READING</p> <p>WORD<br/>READING</p> <p>Children will be working in different groups for Read Write Inc. Focusing on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Green books for more confident readers.</p>  | <p><b>Children will know how to:</b><br/>Listen and enjoy sharing a range of books.<br/>Hold a book correctly, handling it with care, turning pages from front to back and recognising front and back cover.</p> <p>Read first 16 Set 1 sounds</p>  | <p><b>Children will know how to:</b><br/>Engage in conversation and answer questions when reading wordless fiction and non-fiction books.<br/><br/>Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations.<br/><br/>Talk about events, feelings, main characters, where a story is set and recognise links to own life experience.</p> <p>Read 25 set 1 single letter sounds</p> <p>Blend sounds into words orally.</p> | <p><b>Children will know how to:</b><br/>Uses picture clues to help read a simple text.<br/><br/>Predicts and anticipates key events based on illustrations, story content and title.<br/><br/>Tell the difference between different types of texts (fiction, non-fiction, poetry)</p> <p>Blend sounds to read words<br/>Read short Ditty stories</p> <p>Read Set 1 Special Friends</p> | <p><b>Children will know how to:</b><br/>Children will know how to:<br/>Use picture clues to help read a simple text.<br/><br/>Predict and anticipate key events based on illustrations, story content and title.<br/><br/>Recognise that the structure of a non-fiction book is different to a fiction.</p> <p>Read Red Storybooks</p> <p>Read 4 double consonants</p> | <p><b>Children will know how to:</b><br/>Correctly sequence a story or event using pictures and/or captions.<br/><br/>Respond to questions about how and why something is happening.<br/><br/>Retells a known story.</p> <p>Read Green Storybooks</p> | <p><b>Children will know how to:</b><br/>Act out stories through role play activities, using simple props and appropriate vocabulary. Retell a known story.<br/><br/>Recall the main points in a text in the correct sequence, using own words which includes new vocabulary.</p> <p>Read Green or Purple Storybooks<br/>Read first 6 Set 2 sounds</p> |



# RECEPTION LONG TERM PLAN

|                | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2   |
|----------------|---|---|---|--|--|--|
| GENERAL THEMES | ME AND MY WORLD   |   | MAGICAL WORDS   | SUPER SPACE  | IN THE GARDEN  | ALL ABOARD   |
| MARK MAKING    | <p><b>Children will know how to:</b><br/>Be aware that writing communicates meaning.</p> <p>Give meaning to the marks they make. Understand that thoughts can be written down.</p> <p>Write their name, copying it from a name card or trying to write it from memory</p> | <p><b>Children will know how to:</b><br/>Copy adult writing behaviour e.g., writing on a whiteboard, writing messages.</p> <p>Make marks and drawings using increasing control.</p> <p>Recognise sound/symbol relationship.</p> | <p><b>Children will know how to:</b><br/>Use some recognisable letters and own symbols.</p> <p>Write letters and letter strings, sometimes in clusters like words.</p> <p>Use appropriate letters for initial sounds.</p> | <p><b>Children will know how to:</b><br/>Independently build words using letter sounds in writing.</p> <p>Use writing in play.</p> | <p><b>Children will know how to:</b><br/>Use developing knowledge of a range of letter sounds to build words in writing.</p> <p>Use familiar words in their writing.</p>     | <p><b>Children will know how to:</b><br/>Show awareness of the different audience for writing.</p> <p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> |
| COMPOSITION    | <p>Children will know how to:<br/>Use talk to link ideas, clarify thinking and feelings.<br/>Understand that thoughts and stories can be written down.</p>  | <p>Children will know how to:<br/>Use talk to organise, describe events and experiences.</p>  | <p>Children will know how to:<br/>Orally compose a sentence and hold it in memory before attempting to write it.</p>  | <p>Children will know how to:<br/>Write a simple sentence with support.</p>  | <p>Children will know how to:<br/>Write different text forms for different purposes (e.g., lists, stories, instructions.)<br/><br/>Begin to include simple conjunctions.</p> | <p>Children will know how to:<br/>Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop.<br/>Begin to discuss features of their own writing</p>       |
| SPELLING       | <p>Children will know how to:<br/>Write their own name, copying it from a name card or trying to write it from memory.</p>  | <p>Children will know how to:<br/>Orally spell CVC words by identifying the sounds needed.</p>  | <p>Children will know how to:<br/>Spell some CVC words independently.</p>   | <p>Children will know how to:<br/>Spell some irregular common words (red words) independently.</p>                                 | <p>Children will know how to:<br/>Spell words by drawing on knowledge of known grapheme phoneme correspondences.</p>   | <p>Children will know how to:<br/>Make phonetically plausible attempts when writing more complex, unknown words.</p>   |

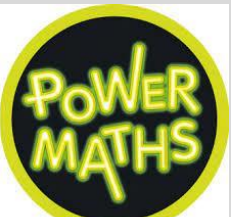
# RECEPTION LONG TERM PLAN



|                | AUTUMN 1  | AUTUMN 2   | SPRING 1  | SPRING 2  | SUMMER 1   | SUMMER 2  |
|----------------|---|--|---|---|--|---|
| GENERAL THEMES | ME AND MY WORLD   |  | MAGICAL WORDS   | SUPER SPACE   | IN THE GARDEN  | ALL ABOARD  |
| HANDWRITING    | <p>Children will know how to:<br/>Recognise that print carries meaning and in English, is read from left to right and top to bottom.</p> <p>Draw lines and circles.</p> | <p>Children will know how to:<br/>Form letters from their name correctly.</p> <p>Recognise that after a word there is a space.</p> | <p>Children will know how to:<br/>choose their dominant hand to write.</p> <p>Write from left to right and top to bottom.</p> <p>Begin to form recognisable letters</p> | <p>Children will know how to:<br/>Hold a pencil effectively to form recognisable letters.</p> | <p>Children will know how to:<br/>Form most lower-case letters correctly.<br/>Include spaces between words</p> | <p>Children will know how to:<br/>Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p> |

# RECEPTION LONG TERM PLAN



|  | AUTUMN 1   | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2   |
|--|--|---|---|--|--|--|
| GENERAL THEMES   | ME AND MY WORLD  |   | MAGICAL WORDS   | SUPER SPACE  | IN THE GARDEN  | ALL ABOARD   |
| MATHS  | <p>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.</p> |   |   |  |  |  |
| <br><i>See individual units for detailed objectives</i> | <p>Children will master concepts in the following units:<br/>                     Unit 1: Numbers to 5<br/>                     Unit 2: Comparing groups within 5<br/>                     Unit 3: Shape</p> <p>Books:<br/>                     Handful of Buttons.<br/>                     Walters Wonder Web.<br/>                     A squash and a squeeze.</p>  | <p>Children will master concepts in the following units:<br/>                     Unit 4: Change within 5<br/>                     Unit 5 Number bonds within 5<br/>                     Unit 6: Space</p> <p>Books<br/>                     None the number.<br/>                     I spy numbers.<br/>                     Room on the Broom.</p> | <p>Children will master concepts in the following units:<br/>                     Unit 7: Numbers to 10<br/>                     Unit 8: Comparing numbers within 10<br/>                     Unit 9: Addition to 10<br/>                     Unit 10: measure</p> <p>Books<br/>                     Ten Little Pirates.<br/>                     Cockatoos.<br/>                     The smartest giant in town.</p> | <p>Children will master concepts in the following units:<br/>                     Unit 11: Number bonds to 10<br/>                     Unit 12: subtraction<br/>                     Unit 13: patterns</p> <p>Books<br/>                     One Fox.<br/>                     Mouse count.<br/>                     How many legs.<br/>                     Inside my mosque.</p> | <p>Children will master concepts in the following units:<br/>                     Unit 14: Counting on and back<br/>                     Unit 15: Numbers to 20<br/>                     Unit 16: Numerical patterns</p> <p>Books:<br/>                     One is a snail, 10 is a crab.<br/>                     Double Trouble.<br/>                     The Trouble with Alison<br/>                     Hubble.</p> | <p>Children will master concepts in the following units:<br/>                     Unit 17: Shape<br/>                     Unit 18: Measure<br/>                     Unit 19: sorting<br/>                     Unit 20: Time</p> <p>Books:<br/>                     The Perfect Fit.<br/>                     We are the shapes.<br/>                     Superworm.<br/>                     Which one doesn't belong?</p> |



|  | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1   | SUMMER 2  |
|--|---|--|--|---|--|---|
| GENERAL THEMES   | ME AND MY WORLD   |  | MAGICAL WORDS  | SUPER SPACE   | IN THE GARDEN  | ALL ABOARD  |
| UNDERSTANDING THE WORLD<br><br>WEEKLY WELLY WALK IN THE COMMUNITY ENRICHES CHILDREN'S FIRST HAND EXPERIENCES.<br><br>WE ARE SCIENTISTS | <p><i>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.</i></p> <p>Our Understanding the World curriculum intends to develop curiosity and a thirst for knowledge. We intend that our children explore their understanding of the world through innovation and thinking creatively. Skills for working scientifically are key to our science ethos, enabling our pupils to question and investigate through real-life and practical experiences, thus developing knowledge and skills for life. In the Early Years, adults regularly provide new materials and interesting things for children to explore and investigate and encourage children to talk about them. Our adults interact effectively with the children to encourage them to use their senses to explore the natural world, materials and forces. Our curriculum in the Foundation Stage is carefully planned to ensure the children have the knowledge and skills to excel in Science in Key Stage 1.</p> |  |  |   |  |   |
|  | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>- wash their hands -</li> <li>identify parts of the body and senses – the importance of dental care</li> <li>- healthy eating (healthy choices, water, 5 a day)</li> <li>- describe weather</li> <li>- observe and describe Autumnal changes</li> <li>-make bread.</li> <li>-describe and recognize a nocturnal owl, its food and habitat.</li> <li>-use senses and simple equipment to make observations.</li> <li>- draw sunflowers after close observation</li> </ul>  | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>identify similarities/differences - compare and sort materials.</li> <li>-ask questions and show that they are curious</li> <li>-come up with new things to test.</li> <li>-bake biscuits</li> <li>- describe weather</li> <li>- observe Autumnal changes -</li> <li>draw autumn trees/leaves</li> </ul> | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>- explore changing states of matter - ice/snow - heating and cooling</li> <li>- Describe weather</li> <li>- Observe and describe seasonal changes</li> <li>- observe animal/bird behaviours</li> <li>-dye fabric with natural dye, talk about things they are testing and what they find out.</li> <li>- identify names of common garden plants and animals.</li> <li>-talk about and draw pictures of what they have seen.</li> </ul> | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>-explore and talk about different forces they can feel.</li> <li>-discuss how space has no gravity</li> <li>-investigate what can be seen in the night sky</li> <li>-recognise the planet they live on is called earth.</li> <li>-discuss what it would be like to live on a space station, what would be the same/different</li> <li>-talk about the differences between materials and changes they notice.</li> <li>-compare food we eat to that of an astronaut</li> </ul> | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>- grow and care for plants from seed</li> <li>- observing changes over time including decay</li> <li>- drawing snails after close observation</li> <li>- identify common minibeasts</li> <li>- explore habitats</li> <li>- observing the lifecycle of a butterfly</li> </ul> | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>- observe and describe weather</li> <li>- observe and describe seasonal changes</li> <li>- explore shadows at different times of the day</li> <li>-talk about and draw pictures of what they have seen.</li> <li>-ask questions and show that they are curious</li> </ul> |
|  |   |  |  |   |  |   |



# RECEPTION LONG TERM PLAN

|                         | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2  |
|-------------------------|---|---|---|--|--|---|
| GENERAL THEMES          | ME AND MY WORLD   |   | MAGICAL WORDS   | SUPER SPACE  | IN THE GARDEN  | ALL ABOARD  |
| UNDERSTANDING THE WORLD | <p>During the EYFS, children begin to form the foundations for later work in history. Children have many opportunities to develop a sense of past and present, through lots of discussion. Children are encouraged to talk about their experiences of events, for example, weekend news and birthdays, using the language 'yesterday', 'today', 'last week'. Children also examine appropriate artefacts (for example: household artefacts in the classroom: typewriter, telephone, camera) or discovering the meaning of old and new in relation to their own lives. Our History learning is centred around our children's knowledge and understanding of the wider world and community around them. Our children explore with their peers, collaborating and thinking creatively. They develop knowledge and skills for life, expressing their viewpoints and gaining a wider and more in depth understanding of the similarities and differences between life today and in the past.</p> |   |   |  |  |   |
| FOUNDATIONS OF HISTORY  | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>-explore and discuss historical figures during Black History Month.</li> <li>-talk about homes now and in the past.</li> <li>-talk about experiences (making bread) and how they could be different in the past.</li> <li>-use pictures, stories, artefacts and accounts from farming in the past explaining similarities and differences.</li> <li>-begin to make sense of their own life-story and family's history.</li> <li>-talk about memories of special times, people or places.</li> </ul>   | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>-talk about Christmas now and in the past.</li> <li>-use pictures, stories, artefacts and accounts from toys in the past explaining similarities and differences.</li> <li>-begin to make sense of their own life-story and family's history.</li> <li>-talk about memories of special times, people or places.</li> <li>-Talk about figures from the past: Guy Fawkes</li> <li>-give own view on why something happened in the past or how they know.</li> </ul> | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>-talk about experiences that are familiar and how they could be different in the past.</li> <li>-use pictures, stories, artefacts and accounts from the past explaining similarities and differences.</li> <li>-talk about memories of special times, people or places.</li> <li>-identify some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li> </ul> | <p><b>Children will know to:</b></p> <ul style="list-style-type: none"> <li>-compare and contrast characters from stories, including figures from the past.</li> <li>-talk about people that have gone into space.</li> <li>-organise events using basic chronology recognising things happened before they were born (linked to space travel).</li> <li>-talk about the lives of the people around them and their roles in society</li> <li>-understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> | <p><b>Children will know to:</b></p> <ul style="list-style-type: none"> <li>-Talk about experiences that are familiar and how they could be different in the past.</li> <li>-Use pictures, stories, artefacts and accounts from the past explaining similarities and differences.</li> <li>-talk about memories of special times, people or places.</li> <li>-describe how their life is different from the lives of people in the past.</li> <li>-begin to show understanding of time.</li> <li>-talk about past and present events in own life and lives of family members.</li> </ul> | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>-show an interest in the past.</li> <li>-begin to ask questions about artefacts, suggesting what they might be used for.</li> <li>-begin to make some accurate comparisons between modern and old objects.</li> <li>-find answers to simple questions from writing or a picture.</li> <li>-talk about the lives of the people around them and their roles in society</li> <li>-understand the past through settings, characters and events encountered in books read in class and storytelling</li> </ul> |



|                          | AUTUMN 1   | AUTUMN 2   | SPRING 1  | SPRING 2  | SUMMER 1  | SUMMER 2  |
|--------------------------|--|--|---|---|---|---|
| GENERAL THEMES           | ME AND MY WORLD  |  | MAGICAL WORDS   | SUPER SPACE   | IN THE GARDEN   | ALL ABOARD  |
| UNDERSTANDING THE WORLD  | <p>In EYFS, children begin to develop their geographical knowledge by exploring features of our school and local community. Maps and atlases are used to investigate different places as we begin to compare and contrast different environments. Children have rich opportunities to make use of school grounds to enhance and apply their skills as geographers. Throughout the year, children observe and discuss the weather and seasonal changes. Children also learn about the different jobs which people do in our community. Our geography curriculum is centred around our children’s knowledge and understanding of the wider world and community around them. Through developing a sense of place, geography at St Helena’s inspires a curiosity, love of learning and appreciation of the environment. Our children are equipped with knowledge of diverse places and people. Through exploration and collaborative learning, they develop skills for life in observing, communicating and comparing what they learn about the world around them.</p> |  |   |   |   |   |
| FOUNDATIONS OF GEOGRAPHY | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>-name and locate areas around our school setting and the grounds.</li> <li>-discuss their immediate environment using knowledge from observation, discussion and maps.</li> <li>- name our school,</li> <li>- recognise and name the different areas and places in our school e.g., playground, hall, orchard, muga, etc.</li> <li>-name, locate and recognise features and places in Willoughby on local area welly walks</li> <li>-locate different features such as road sign, trees, church, grass/field, houses, bungalow, allotment.</li> </ul>  | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>-recognise some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, (Lost and Found) non-fiction texts and - when appropriate maps.</li> <li>recognise different geographical different features in stories</li> <li>-discuss their immediate environment using knowledge from observation, discussion and maps.</li> </ul> | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>- recognise some similarities and differences between environments in our country and other countries drawing on knowledge from stories, non-fiction texts and, when appropriate, maps (Willoughby and India)</li> <li>- show the location of India on the map and use maps/photographs to discuss and compare to Willoughby,</li> <li>- know about some places and landmarks in India, - know how the weather is different in Willoughby and India,</li> <li>- share fiction and non-fiction texts about India.</li> </ul> | <p><b>Children will know to:</b></p> <ul style="list-style-type: none"> <li>-recognise some similarities and differences between contrasting environments</li> <li>-name the planet we live on.</li> <li>-observe Spring weather and how the weather is different from other seasons.</li> <li>recognise different geographical different features in stories</li> <li>-discuss their immediate environment using knowledge from observation, discussion and maps.</li> </ul> | <p><b>Children will know to:</b></p> <ul style="list-style-type: none"> <li>- identify some similarities and differences to a city (linked to Erroll's Garden) and rural areas e.g., farms, buildings.</li> <li>-recognise different geographical different features in stories</li> <li>-discuss their immediate environment using knowledge from observation, discussion and maps.</li> </ul> | <p><b>Children will know how to:</b></p> <ul style="list-style-type: none"> <li>-talk about some similarities and differences between contrasting environments in this country (Willoughby and London) - talk about the city, London and that it is in England,</li> <li>- describe some key features in London e.g., river Thames, Buckingham Palace, Big Ben, London Eye,</li> <li>- identify some similarities and differences to a city (London) and rural areas e.g., farms, buildings.</li> </ul> |



# RECEPTION LONG TERM PLAN

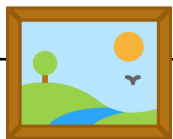
|                         | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2  |
|-------------------------|---|---|---|--|--|---|
| GENERAL THEMES          | ME AND MY WORLD   |   | MAGICAL WORDS   | SUPER SPACE  | IN THE GARDEN  | ALL ABOARD  |
| UNDERSTANDING THE WORLD | <p>We follow the Lincolnshire Agreed Syllabus for RE. Religious Education (RE) is centred around our children’s <b>knowledge</b> and understanding of the wider world and <b>community</b> around them. Our children enjoy their RE learning as they explore with their peers, <b>collaborating</b> and thinking <b>creatively</b>. They develop <b>knowledge</b> and <b>skills for life</b>, learning to reflect, consider and express their viewpoints as well as gaining a wider and more in depth understanding of the similarities and differences between different beliefs, values and practices of religion. Children enjoy a range of activities including exploring artefacts, tasting foods and learning stories related to a variety of <b>festivals</b>, for example <b>Diwali</b>. We also enjoy responding to the religious and <b>cultural</b> backgrounds within our school community.</p> |   |   |  |  |   |
| WEEKLY RE LESSON        | <p>LAS EYFS Unit Myself [Introduce people who belong to a religious group] Key Vocab Christian Muslim Jew Hindu God</p> <p><b>Children will know how to:</b></p> <p>discuss people who belong to religious communities.</p> <p>talk about ways in which religion is part of some people’s lives (e.g. Christians visiting church to worship, Jews celebrating Rosh Hashanah festival, Sikhs helping out in the langar [canteen] in the gurdwara, etc.)</p> <p>use stories/picture books to explore some ways in which religion is important to some people</p>  | <p>LAS EYFS Unit Incarnation UC F2 (core) Why do Christians perform Nativity plays at Christmas?</p> <p><b>Children will know how to:</b></p> <p>- use stories/picture books to explore some ways in which religion is important to some people</p> <p>-explore a range of cultural events and religious festivals.</p> <p>-explore the significance of Jesus for Christians.</p> <p>-discuss why Christians perform nativity plays at Christmas.</p> | <p><i>LAS EYFS Unit Our special books [Introduce stories from religions and important books for members of a religious group; think about ways in which religious people treat their special books] Key Vocab Bible Qur’an Torah</i></p> <p><b>Children will know how to:</b></p> <p><i>-engage with some stories from religion, e.g. Jesus’ birth, the parables (e.g. the Good Samaritan and the Lost Sheep), the story of the Prophet Muhammad and the spider, the story of Jonah and the whale, etc.</i></p> <p><i>-explore how religious people treat their books to show that they respect them.</i></p> | <p>Salvation UC F3 (core) Why do Christians put a cross in an Easter garden? Key Vocab Christian Jesus God Easter Cross</p> <p><b>Children will know how:</b></p> <p>- to explore a story that is very important to Christians</p> | <p>Creation UC F1 (core) Why is the word ‘God’ so important to Christians? Key Vocab Christian God Creation Care Responsibility</p> <p><b>Children will know how to:</b></p> <p>-explore the Christian story of creation</p> | <p>LAS EYFS Unit Our beautiful world [Introduce stories about creation and some beliefs about the natural world, e.g. the duty to care for the environment] Key Vocab Muslim Jew Hindu God Creation Care Responsibility Beautiful</p> <p><b>Children will know how to:</b></p> <p>-talk about different ways in which religious and non-religious people understand and engage with the natural world.</p> <p>-explore different stories of creation e.g. Hinduism</p> <p>- explore beliefs about the natural world and how human beings should relate to it (e.g. stewardship in Christianity and Judaism, every living thing being part of Brahman, the ultimate reality in Hinduism, etc.)</p> |





# RECEPTION LONG TERM PLAN

|                            | AUTUMN 1  | AUTUMN 2   | SPRING 1  | SPRING 2  | SUMMER 1   | SUMMER 2   |
|----------------------------|---|--|---|---|--|--|
| GENERAL THEMES             | ME AND MY WORLD   |  | MAGICAL WORDS   | SUPER SPACE   | IN THE GARDEN  | ALL ABOARD   |
| EXPRESSIVE ARTS AND DESIGN | <p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. The EAD curriculum below sets out three domains of knowledge being taught: practical, theoretical and disciplinary knowledge.</p> |  |   |   |  |  |
| CREATING WITH MATERIALS    | <p>Children will know how to: develop their practical knowledge when creating closed shapes with continuous lines and begin to use these shapes to represent objects in their drawings.</p> <p>explore how colour can be changed.</p> <p>put their practical knowledge into context, drawing inspiration from famous artist’s work; Frida Kahlo and draw a self-portrait.</p> <p>develop their disciplinary knowledge, interpreting art and discussing The Sunflowers by Van Gogh</p>   | <p>Children will know how to: develop their practical knowledge when:</p> <ul style="list-style-type: none"> <li>• using printing techniques to create cards.</li> <li>• wet felting a worry ball.</li> <li>• using colour for a purpose</li> <li>• creating a collage.</li> </ul> <p>put their practical knowledge into context, drawing on global traditions when sculpting divas from clay</p> <p>develop disciplinary knowledge, interpreting art and discussing Picasso’s Melancholy Woman.</p> | <p>Children will know how to: produce more detailed representations (drawings, paintings, models) and discuss the features they have included.</p> <p>return to and extend their practical knowledge; refining their clay sculpting skills.</p> <p>sketch with charcoal and chalks.</p> <p>put their practical knowledge into context, drawing inspiration from Chinese art, using ink and oil pastels to create a desired technique.</p> <p>develop disciplinary knowledge, interpreting &amp; discussing works by Andy Goldsworthy and James Brunt when creating their own transitional nature art.</p> | <p>Children will know how to: put their practical knowledge into context, drawing inspiration from famous artist’s work; Van Gogh’s Starry Night.</p> <p>develop their practical knowledge when:</p> <ul style="list-style-type: none"> <li>• selecting materials to achieve a goal.</li> <li>• building proficiency in different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> </ul> <p>develop their disciplinary knowledge; evaluating their own designs - including answering questions on why they chose a particular technique/material and how it is fit for purpose.</p> | <p>Children will know how to: build on their practical knowledge; safely using a wide variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>put their practical knowledge into context, drawing inspiration from famous artist’s work; Georgia O’Keeffe when creating oil pastel flowers.</p> <p>develop their disciplinary knowledge; evaluating works by Yayoi Kusama, describing what they notice/value/think/feel about her works.</p> | <p>Children will know how to: build on their practical knowledge; designing and creating models in a range of scales using construction equipment and loose parts.</p> <p>discuss and evaluate their own artwork, describing techniques they have used.</p> <p>develop their disciplinary knowledge; evaluating and describing works by Andy Warhol.</p> <p>put their practical knowledge into context, drawing on pop art techniques in their own work.</p> |



# RECEPTION LONG TERM PLAN

|                                  | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1  | SUMMER 2   |
|----------------------------------|---|--|--|---|---|--|
| GENERAL THEMES                   | ME AND MY WORLD   |  | MAGICAL WORDS  | SUPER SPACE   | IN THE GARDEN   | ALL ABOARD   |
|                                  | <p>We aim to develop children’s knowledge and appreciation of music from different periods, genres, traditions and styles. A love for music is fostered through exposing children to diverse musical experiences, composing using tuned and untuned percussion instruments, finding their voices as singers and developing their confidence as performers. In addition to our weekly music lessons, music is used to inspire and embed learning in many areas of the curriculum. In EYFS children learn to order the days of the week and months of the year through daily singing. Music is also used to bring our school community together in daily collective worship. Children experience performing to a wider audience in our concerts within our local community.</p> |  |  |   |   |  |
| BEING IMAGINATIVE AND EXPRESSIVE | <p>Children will know how to:</p> <p>Join in with some nursery rhymes, favourite songs and poems.</p> <p>Take part in simple, pretend play often based on familiar experiences.</p> <p>Develop storylines through small-world or role-play.</p> <p>Perform a song in a group at the Harvest festival.</p> <p>Musical focus: Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.<br/>Pieces: The sorcerer’s apprentice by Paul Dukas.</p>   | <p>Children will know how to:</p> <p>Discuss a ballet performance - Nutcracker.</p> <p>Suggest and perform movements to match a piece of music.</p> <p>Perform a role and songs in the class Nativity play.</p> <p>Retell parts of familiar stories through use of puppets, toys, masks or small-world.</p> <p>Music Focus: Beat and Tempo, Loud and Quiet<br/>Pieces: The Nutcracker Ballet by Tchaikovsky.</p> | <p>Children will know how to:</p> <p>Explore the range and capabilities of their voices through vocal play.</p> <p>Develop a sense of beat by performing actions to music.</p> <p>Develop active listening skills by recognising the ‘cuckoo call’ in a piece of music. Carnival of the Animals, Camille Saint-Saëns: The Cuckoo in the Depths of the Woods</p> <p>Move freely and expressively to music</p> <p>Perform echo and repeat in groups and as a soloist.</p> <p>Musical Focus: Active listening, beat, pitch, vocal play.</p> | <p>Children will know how to:</p> <p>Create more complex narratives in their pretend play, building on the contributions of their peers.</p> <p>Improvise music with different instruments, following a conductor.</p> <p>Compose music based on characters and stories developed through Listening to Beethoven’s 5th symphony</p> <p>Play different instruments with control.</p> <p>Musical Focus: Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p> | <p>Children will know how to:</p> <p>Develop storylines through small-world or role-play.</p> <p>Improvise a vocal/ Physical soundscape about mini-beasts.</p> <p>Sing in call-and-response</p> <p>Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</p> <p>Listen to a piece of classical music and respond through dance</p> <p>Musical Focus: Timbre, tempo, structure (call-and-response), active listening.</p> | <p>Children will know how to:</p> <p>Perform songs, rhymes, poems and stories with others.</p> <p>Participate in collaborative, creative activities, sometimes initiated by an adult.</p> <p>Keep a beat using a musical instrument or body percussion.</p> <p>Make up new lyrics and vocal sounds for different kinds of transport songs.</p> <p>Play a steady beat on percussion instruments.</p> <p>Musical Focus: Beat, pitch (step/leap), timbre.</p> |