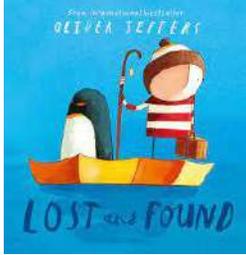
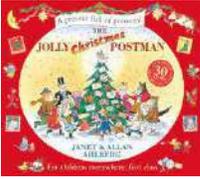
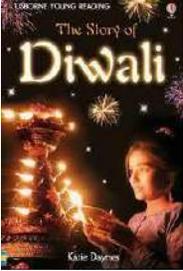
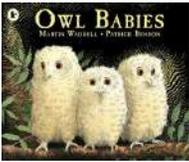
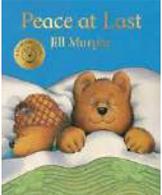
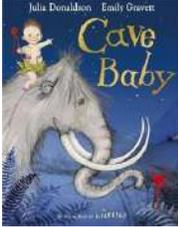
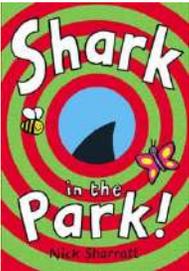
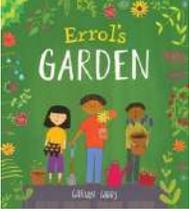
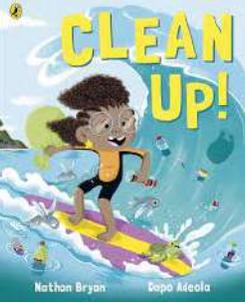
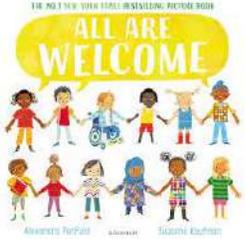
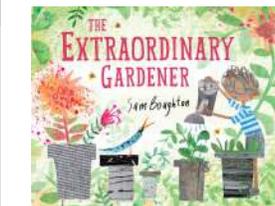
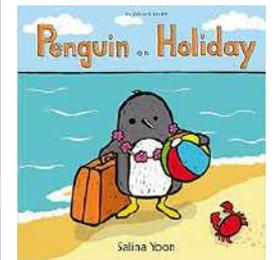
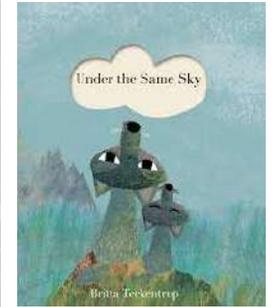
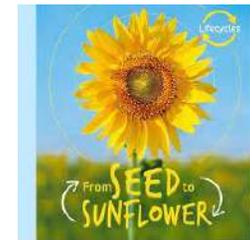
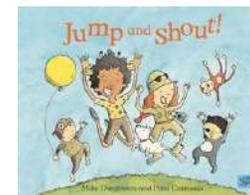
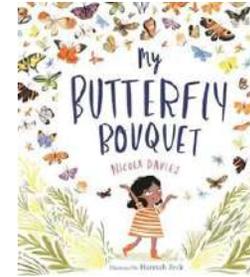
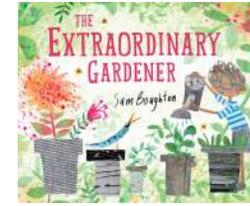
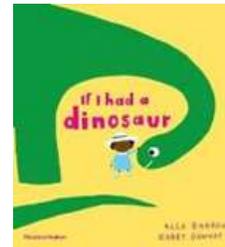
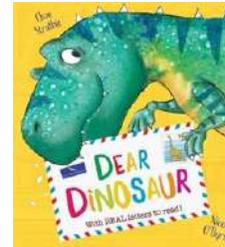
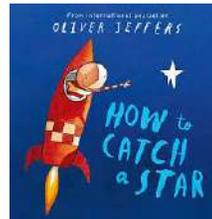
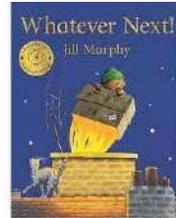
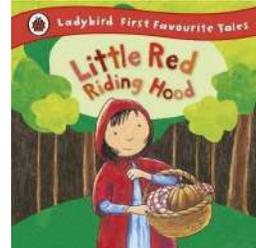
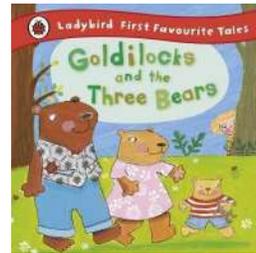
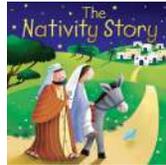
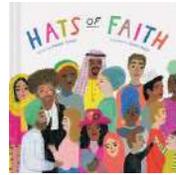
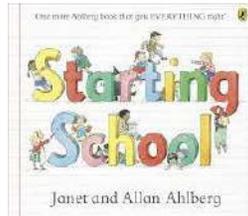
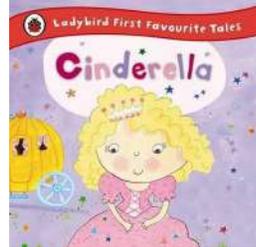
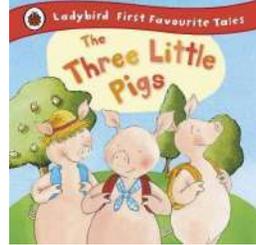
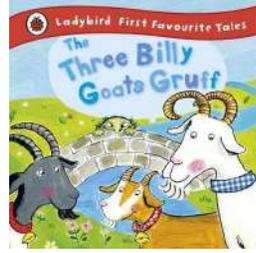
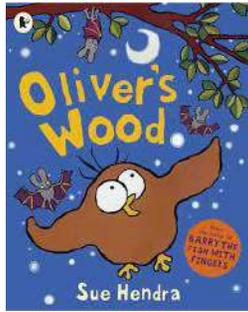


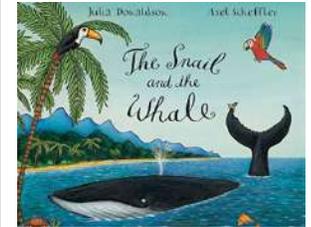
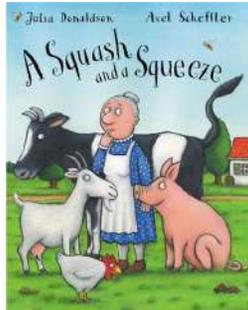
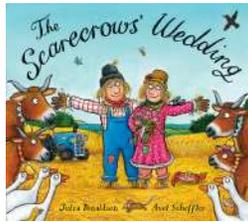
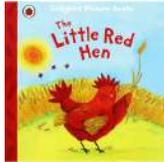
Reception Long term planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Topic/ Lines of enquiry	<p>All about me/ People who help us!</p> <p>Day to park - Autumn Supertato - Harvest</p>	<p>Once upon a time/Sparkle and Shine</p> <p>Traditional Tales</p> <p>Light and Dark Christingles R.E - Creation Story/light</p>	<p>Starry night</p> <p>Weather Seasons- winter Colours Day and night Nocturnal animals Discovery</p>	<p>Dangerous Dinosaurs/Amazing animals</p> <p>Prehistoric animals The natural world History Discovery</p>	<p>Sunshine and Sunflowers</p> <p>Plants and animals Sunshine Growth and new life Sun Safety</p>	<p>Our Community in the Big Wide World</p> <p>Global community Living things Climates Fantastic journeys Seaside - Fleetwood</p>
Core Text	  	 	  	  	 	 





Supplementary text



<p>Love of reading</p>	<p>Mr Large in Charge. A piece of cake. All in one piece Five minutes peace/ A quiet night in.</p>	<p>Mog's christmas. Father's Christmas needs a wee. How to catch an elf.</p>	<p>Elmer Elmer and the rainbow. Elmer in the snow. Elmer and Wilbur</p>	<p>Harry's first day at school. Harry and the Dinosaurs. I'm not scared of monsters.</p>	<p>Oliver's vegetables Oliver's Milkshake Oliver's Fruit Salad</p>	<p>What the ladybird heard at the seaside. What the ladybird heard on holiday. What the ladybird heard next.</p>
<p>Knowledge and concepts</p> <p>Planning for Learning - to support the EYFS Statutory Framework 2021 Skills, Knowledge, Concepts – what children can do, know and understand</p>	<p>Baseline- NFER and Teacher Assessment to complete Lancashire Tracker</p> <p>Parents evening</p>	<p>Complete Lancashire Tracker on what children can do, know and understand-</p>	<p>Complete Lancashire Tracker on what children can do, know and understand-</p> <p>Parents evening</p>	<p>Complete Lancashire Tracker on what children can do, know and understand-</p> <p>Annual report for parents</p>		

<p>Additional lines of enquiry /Extra Curricular enrichment</p>	<p>Diversity We are all different Similarities and Differences - Bedtime Stories Story Sack Club Come on in event</p>	<p>Nativity performance Christmas Crafts with parents and carers Christmas Fayre- Enterprise</p>		
<p>Cultural Capital</p>	<p>Artist for the Autumn term- Goldsworthy- Autumn David Hockney- Trees Van Gogh- Sunflowers/ starry night Guiseppe Arcimboldo - Portraits Lowry study Stained glass windows Designers- Envelopes Bridges Classical Composer of the term -</p>	<p>Artist for the Spring term- Kandinsky- colour and shape Mondrian- Colour and shape George Seurat Pointillism Art Wolfe- animals Fossils printing- De La Beche Designers- Textiles- how to make a mitten</p>	<p>Artist for the Summer term- Van Gogh- boats WARHOL- London transport Designers- Structures- transport Boat- floating and sinking Transport- make something that floats</p>	
<p>PSED Self-Regulation</p>	<p>Alongside our SCARF PSED planning we also underpin this within out daily classroom practice through routines, expressive feelings with our monsters, encouraging children to make independent choices, classroom expectations, supporting with relationships etc.</p>			

	<p>Can focus attention in a group situation for a short period of time and can follow a series of instructions.</p> <p>Is able to talk about feelings in simple terms, e.g. happy and sad, and give reasons if upset.</p>	<p>Can become engrossed in an activity and finds it difficult to switch attention to another task.</p> <p>Can identify a wider range of feelings, e.g. scared, excited, angry, frustrated, nervous, worried and joyful.</p> <p>Can focus attention in a whole class group for a teaching session, e.g. phonics.</p> <p>Is willing to keep trying if something is difficult or challenging.</p>	<p>Can label and talk about own and others' emotions.</p> <p>Responds well to more complex instructions in smaller groups, but can need visual reminders in larger groups. Completes set challenges/tasks independently.</p> <p>Is able to talk about ways that skills can be improved and to demonstrate pride in achievements.</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 an activity, and show an ability to follow instructions involving several ideas or actions.</p>
<p>PSED</p> <p>Managing self</p>	<p>Confident to access the environment with minimal support and follows the rules as part of the new routine.</p> <p>Reliably toilet trained and just needs some reminders to wash hands and help with fastenings.</p>	<p>Makes independent choices and is confident to try new things although prefers to choose activities that are within their capability. Perseveres with fastenings on coats and follows instructions to dress and undress for PE and Forest School. Washes hands without reminders.</p>	<p>More confident to tackle new challenges and with encouragement will keep going.</p> <p>Follows school and class rules and can talk about their importance.</p> <p>Knows some ways to keep healthy.</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>PSED Building Relationships</p>	<p>Can play with other children as part of a game or activity, without adult support.</p> <p>Can take turns and share sometimes with adult support.</p> <p>Makes new friends in the class, and talks to adults to share news or as part of an activity.</p>	<p>Is aware of the needs of others but can find it hard to let others take the lead.</p> <p>Interacts with a variety of children and is building good relationships with adults and other children.</p> <p>Is able to identify when another child is upset and respond appropriately.</p>	<p>Can cooperate with others, listening and sharing some ideas and will listen to advice about how to solve disagreements.</p> <p>Uses words to solve conflicts.</p> <p>Takes turns in group activities.</p> <p>Identifies how others feel and responds appropriately.</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 others' needs.</p>
<p>Physical Development</p> <p>Gross motor</p> <p>Fundamental Skills</p> <p>PE Passport</p>	<p>Has good coordination and balance when negotiating equipment and other people.</p> <p>Is able to tackle parts of the climbing frame, e.g. low climbing wall, steps, ladder.</p> <p>Uses trikes and scooters confidently. Uses brooms to brush and spades to dig in sand and soil.</p>	<p>Uses a range of ways to move appropriately, e.g. jumping, hopping, sliding.</p> <p>Can climb over, under and through obstacles, e.g. climbing frame and large construction obstacle courses.</p> <p>Uses large construction to build.</p>	<p>Can throw, kick, pass and catch a large ball.</p> <p>Able to balance on and off equipment.</p> <p>Can jump safely from a piece of equipment.</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>Fine Motor- Handwriting Program</p>	<p>Can use scissors to make snips and cut lines, holding scissors in one hand.</p> <p>Can copy some recognisable letter shapes from name. Holds pencil in fingers rather than a whole hand grasp.</p> <p>Shows a preference for a dominant hand.</p> <p>Uses drawing equipment to draw a figure (this may be simply a circle with stick arms and legs).</p>	<p>Attempts to use a tripod grip with some consistency.</p> <p>Often chooses to draw, representing recognisable objects or shapes in work. Use scissors to cut along curved lines, holding scissors in the correct position.</p> <p>Is able to mould and shape clay with fingers and tools.</p>	<p>Sits at a table to write.</p> <p>Holds a pencil in a tripod grip.</p> <p>Uses scissors to cut around more complex shapes, e.g. split pin characters.</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>

C&L	C&L is not specifically planned for across the year. All aspects of developing CLL is considered throughout daily classroom practice, continuous provision, group time and weekly focus learning all have a weighty focus on CLL. Observations next steps and target setting support the development of individuals. Intervention programmes such as WelComm and differentiated group times are designed to support children who are not making the expected progress.			
Listening and attention	<p>Follows a series of instructions.</p> <p>Listens to stories and can recall the main events.</p> <p>Contributes sensible comments to discussions and conversations.</p>	<p>Listens carefully at story time and can retain what has been heard and recall key points.</p> <p>Responds to a series of instructions and responds to a range of questions.</p> <p>Contributes relevant comments in discussions.</p>	<p>Can switch attention from one task to another. Follows complex instructions.</p> <p>Responds to discussion with comments and questions.</p> <p>Is able to listen in whole school Collective Worship and recall some of the themes and comments at a later stage.</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 conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking	<p>Engages in conversation with adults and peers.</p> <p>Uses plurals and some tenses correctly.</p> <p>Can ask questions.</p>	<p>Communicates confidently with peers and adults.</p> <p>Uses talks to communicate needs, news, feelings and ideas.</p> <p>Uses new vocabulary.</p>	<p>Enjoys being part of conversations and discussions and uses new vocabulary in context.</p> <p>Uses talk in different ways, in imaginative play, to develop thinking, to collaborate and plan with others and to express ideas.</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>Literacy – Literacy counts and Bug Club Phonics</p> <p>Comprehension</p>	<p>Enjoys listening to stories and retell a simple story using story vocabulary using visual clues, e.g. talking through a familiar book.</p> <p>Joins in with familiar rhymes and songs.</p>	<p>Has a love of stories and listens attentively to story time.</p> <p>Enjoys talking to others about favourite stories.</p> <p>Is able to talk about the main events in the story and predict what might happen.</p> <p>Can retell a story using role play or small world resources, using some story language.</p>	<p>Has a good understanding of story structure and can retell and make up own stories using vocabulary that has been learnt.</p> <p>Identifies non-fiction texts, remembering facts.</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>Word Recognition</p>	<p>Can discriminate between sounds.</p> <p>Can keep a simple rhythm and match rhyming words.</p> <p>Is able to recognise own name.</p> <p>Can say the initial sound in a word.</p> <p>Can orally blend some simple cvc words.</p>	<p>Can match Phase 2 graphemes and phonemes.</p> <p>Can blend and read Phase 2 cvc words.</p> <p>Can read Phase 2 captions.</p> <p>Can read Phase 2 tricky words.</p>	<p>Reads books with a range of Phase 2 and 3 cvc words and tricky words and shows a good understanding of what has been read.</p> <p>Reads all Phase 2 and 3 tricky words.</p> <p>Says the sound for each Phase 2 and 3 grapheme.</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>Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
-------------------------	---	---	---	--

<p>Writing</p>	<p>Can say the initial sound in a word.</p> <p>Uses some recognisable letter shapes when writing own name.</p> <p>Can orally segment some simple cvc words.</p>	<p>Can segment and spell Phase 2 cvc words.</p> <p>Can match Phase 2 graphemes and phonemes.</p> <p>Writes cvc words and labels.</p> <p>Is starting to write simple captions.</p> <p>Says a simple sentence for writing (oral and count words).</p> <p>Writes some lower case letters correctly.</p> <p>Uses some upper case letters, e.g. for own name, Mum and Dad.</p>	<p>Writes some upper case letters correctly.</p> <p>Writes most lower case letters correctly using a tripod grip.</p> <p>Says the sound for each Phase 2 and 3 grapheme.</p> <p>Writes cvc words and labels using Phase 2 and 3 phonemes.</p> <p>Spells some tricky words.</p> <p>Write captions.</p> <p>Is starting to write short sentences.</p> <p>Uses finger spacing between words.</p> <p>Reads sentences back to an adult.</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>Maths –</p> <p>Follow White Rose Maths</p>	<p>Number - Have a good understanding of numbers to 5 and knows that the amount stays the same however objects are arranged. Rote counts to 10 and subitises to 3.</p> <p>Numerical Patterns: Compares amounts using the language of 'more'. Reads numerals to 5 and matches to an amount. Orders numbers to 5.</p> <p>Shape, Space and Measure: Uses some everyday language to talk about and compare size and shape. Recognises a repeated pattern and is beginning to create own patterns and arrangements.</p>	<p>Number: Can subitise to 5 and is beginning to talk about the different ways that amounts of 5 can be made.</p> <p>Numerical Patterns: Counts objects accurately to 10 using one to one correspondence and can identify when objects have the same, less than or more than. Recognises numbers to 10 and puts them in order</p> <p>Shape, Space and Measure: Uses some shape names appropriately and understands prepositional language. Creates a repeated pattern with colour and shape.</p>	<p>Number: Developing sense of numbers beyond 5 and can subitise to 6. Confidently talks about the different ways that numbers can be made to 5 and is now applying this knowledge to numbers to 10. Links subtraction facts to composition of numbers to 5. Recalls some double facts to 10.</p> <p>Numerical Patterns: Can count beyond 10 and is starting to recognise the pattern of the counting system to help count beyond 10. Recognises patterns within number.</p> <p>Shape, Space and Measure: Uses mathematical language to compare and talk about shape and size.</p>	<p>Number: Have a deep understanding of number to 10, including the composition of each number. 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>Numerical Patterns: 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>Shape, Space and Measure: Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.</p>
---	---	---	---	---

<p>Understanding of the world</p> <p>Historical association</p> <p>Plan Be-science</p> <p>Explorify</p> <p>www.primary-science.co.uk</p> <p>https://pstt.org.uk/resources/curriculum-materials/assessment</p>	<p>Past and Present</p> <p>Talks in detail about family, identifies relationships within the family and recognises the difference between self now and as a baby.</p> <p>People, Culture and Communities</p> <p>Talks about the world around and the people are places that are familiar.</p> <p>The Natural World</p> <p>Explores the natural world and talk about out the things that are noticed.</p> <p>Recognises change and can describe what is happening.</p>	<p>Past and Present</p> <p>Understands the difference between past and present and is building up knowledge of key historical events through topics, stories and community events, e.g. Bonfire Night, Remembrance Day.</p> <p>People, Culture and Communities</p> <p>Listens carefully to stories about different places and is beginning to recognise that different places have different features, e.g. recognising the difference between life in this country and other countries.</p> <p>Knows about some celebrations and is able to talk about how they might be celebrated, e.g. Christmas, Advent, Diwali.</p> <p>Knows that Collective Worship is part of the life of the school community.</p> <p>The Natural</p>	<p>Past and Present</p> <p>Talks about significant historical events and how things were different in the past.</p> <p>People, Culture and Communities</p> <p>Has a wider understanding of the wider world and draws comparisons between own local environment and other places.</p> <p>Looks at, and makes maps, of local environment.</p> <p>Describes a journey within the local environment.</p> <p>Talks about some features of a Christian Church and knows that the school is connected to the churches in Fleetwood</p> <p>The Natural World</p> <p>Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different.</p> <p>Understands and uses some language related to animals, e.g. camouflage, predator, nocturnal, diurnal.</p>	<p>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 own 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>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</p> <p>Know some similarities 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>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>World</p> <p>Describes some features of plants and animals and identifies when things are the same and different. Notices, observes and talks about seasonal changes.</p>		
<p>EAD</p> <p>Charanga-music</p>	<p>Creating with Materials</p> <p>Uses a range of different techniques and variety of materials, e.g. paint, collage.</p> <p>Can cut continuously with scissors to make lines or snips and uses a paintbrush to form lines and circles.</p> <p>Uses drawing materials to create pictures with a range of lines and shapes.</p> <p>Being Imaginative and Expressive</p> <p>Experiments with a range of percussion instruments.</p> <p>Joins in with singing in a familiar group.</p>	<p>Creating with Materials</p> <p>Makes some independent choices about the resources needed and talks about creations.</p> <p>Uses different textures in creations and will combine media.</p> <p>Cuts along curved lines with scissors and uses moulding tools with malleable materials.</p> <p>Uses a range of shapes and colours to represent observational drawings.</p>	<p>Creating with Materials</p> <p>Uses different techniques and materials to achieve the desired effect and can talk about what has been created.</p> <p>Mixes colours to produce different shades and combines materials to create different textures.</p> <p>Is beginning to plan a design before starting.</p> <p>Uses a range of tools and equipment and selects the most appropriate tool or joining material for the job.</p> <p>Being Imaginative and Expressive</p> <p>Plays a range of percussion instruments and glockenspiel.</p> <p>Uses instruments to compose own music.</p> <p>Along with others, collects resources to develop own role play storylines.</p>	<p>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 processes they have used</p> <p>Make use of props and materials when role playing characters in narrative and stories</p> <p>Being Imaginative and Expressive</p> <p>Invent, adapt and recount narrative and stories with peers and their teachers</p> <p>Sing a range of well-known nursery rhymes and songs</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>

	<p>Accesses role play and small world resources, sometimes playing with others to develop storylines.</p>	<p>Being Imaginative and Expressive</p> <p>Plays alongside others to develop storylines in role play or small world. Sings familiar songs. Rehearses for, and performs in, the nativity play. Moves in response to music.</p>				
<p>Parental engagement</p>	<p>Termly Newsletter JW/AR available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning.</p> <p>All about EYFS Workshop</p> <p>Class Dojo</p>	<p>Phonic Workshop Termly Newsletter JW/AR available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning.</p> <p>Class Dojo</p> <p>Parents Evening</p>	<p>JW/AR available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning.</p> <p>Class Dojo</p>	<p>Termly Newsletter JW/AR available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning.</p> <p>Class Dojo</p> <p>Parents evening</p>	<p>JW/AR available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning.</p> <p>Class Dojo</p>	<p>Termly Newsletter JW/AR available on the door/for meetings. Come on in event - parents to come on in each half term to meet and discuss learning.</p> <p>Class Dojo</p> <p>Annual Reports</p>

Assessment	Baseline- NFER and Teacher Assessments EYFS Lancashire Tracker Phase 2 Phonics Assessments Wellcomm NELI	End of Autumn term Teacher Assessments EYFS Lancashire Tracker Phase 2 Phonics phonemes and blending Assessments	End of Spring term Teacher Assessments EYFS Lancashire Tracker Phase 2/3 Phonics Assessments- phonemes and blending Wellcomm NELI	End of summer Teacher Assessments EYFS Lancashire Tracker Phase 2/3/4/5 Phonics Assessments- phonemes and blending Wellcomm NELI
------------	--	--	---	--