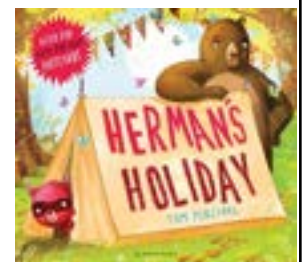
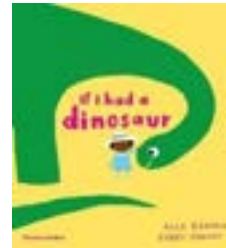
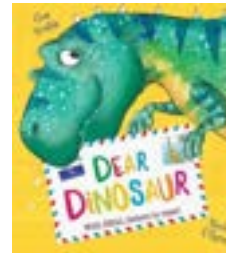
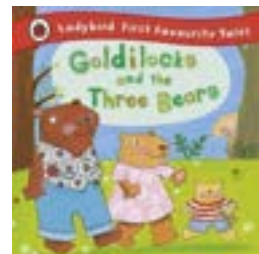
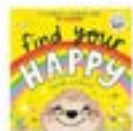
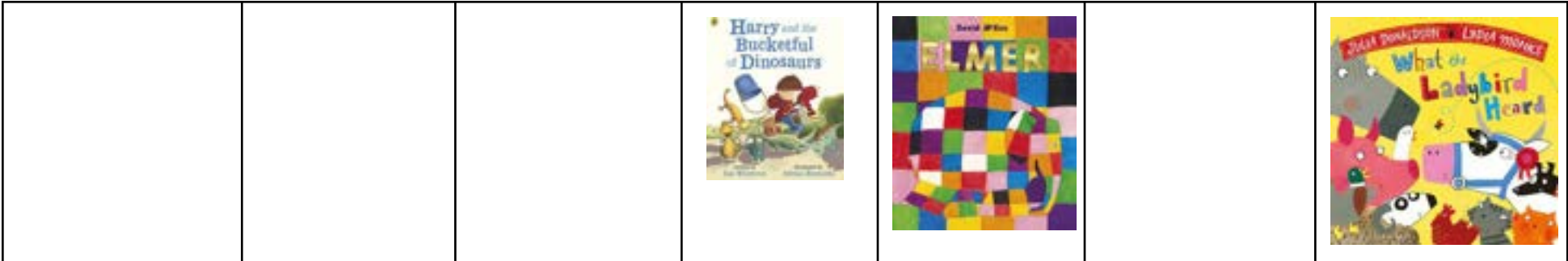


Reception Long term planning 2023-24

	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>All about me, my family, friends, and the community I live in.</p> <p>People who help me in school, community and at home</p>	<p>Once upon a time/Sparkle and Shine</p> <p>Traditional Tales</p> <p>Christmas</p>	<p>Starry night</p> <p>Weather</p> <p>Seasons- winter</p> <p>Colours</p> <p>Day and night</p> <p>Nocturnal animals</p> <p>Discovery</p>	<p>Dangerous Dinosaurs/Amazing animals</p> <p>Prehistoric animals</p> <p>The natural world</p> <p>History</p> <p>Discovery</p>	<p>Sunshine and Sunflowers</p> <p>Plants and animals</p> <p>Sunshine</p> <p>Growth and new life</p> <p>Sun Safety</p>	<p>Our Community in the Big Wide World</p> <p>Global community</p> <p>Living things</p> <p>Climates</p> <p>Fantastic journeys</p> <p>Seaside - Fleetwood</p>
Core Texts	 	 	  	 	 	 

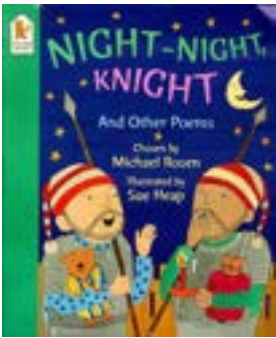
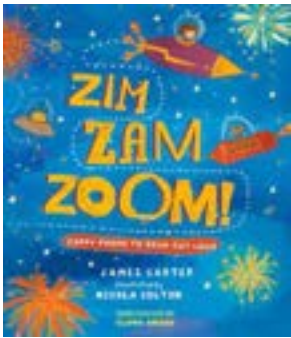
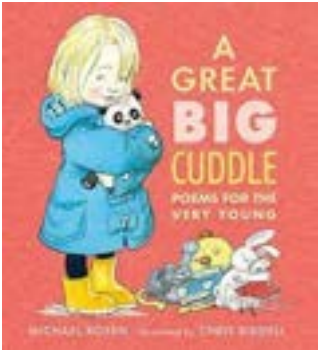


		  				
<p>Supplementary Texts:</p> <p>Love of reading:</p>	<p>The Large family selection</p> 	<p>Mog Selection</p> 	<p>Harry and a bucketful of dinosaurs selection</p>	<p>Elmer selection</p>	<p>Oliver's vegetables Selection</p> 	<p>What the ladybird heard selection of books</p>



Poetry

Poems from A great big Cuddle
 Poems from Zim Zam Zoom
 Poems from Night-Night Knight
 Poems Counting Rhymes- Ten in a bed, over in the meadow and my granny went to market.
 Sharing a shell-
 Nursery Rhymes- Nursery rhyme week: November 2023



<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</p> <p>We are all different</p> <p>Similarities and Differences</p> <p>Bedtime Stories</p> <p>Story Sack Club</p> <p>Come on in event</p> <p>Library Visits</p>	<p>Nativity performance</p> <p>Christmas Crafts with parents and carers</p> <p>Christmas Fayre- Enterprise</p> <p>Pantomime in school]</p> <p>Library Visits</p>	<p>Farm visit</p> <p>Garden Centre trip</p> <p>Easter crafts</p> <p>Come on in events- children to share learning with parents</p> <p>Library Visits</p>	<p>New starters Reception</p> <p>Sports day</p> <p>Trips to the beach and park</p> <p>Summer Fayre</p> <p>Come on in events- children to share learning with parents</p> <p>Library Visits</p>

Cultural Capital	<p>Whilst the children are in continuous provision we will play different music from our music scheme Charanga throughout the year introducing the children to a different style of music. The composers have been carefully selected to feature a range of style of classical music and also to celebrate diversity within the music.</p>		
	<p>Autumn Term:</p> <p>Artists Goldsworthy- Autumn David Hockney- Trees Van Gogh- Sunflowers/ starry night Guiseppe Arcimboldo - Portraits Lowry study Stained glass windows</p> <p>Design and Technology Envelopes Bridges</p> <p>Wide variety of musical styles Celebration by Kool And The Gang Happy by Pharell Williams Sing by The Carpenters Sing A Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness Roll Alabama by Bellowhead Boogie Wonderland by Earth Wind And Fire Don't Go Breaking My Heart by Elton John and Kiki Dee Ganesh Is Fresh by MC Yogi</p>	<p>Spring Term:</p> <p>Artists Kandinsky- colour and shape Mondrian- Colour and shape George Seurat Pointillism</p> <p>Art Wolfe- animals</p> <p>Fossils printing- De La Beche</p> <p>Design and Technology Textiles- how to make a mitten</p> <p>Wide variety of musical styles We Are Family by Sister Sledge Thula Baba by Hlabalel Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart Lovely Day by Bill Withers Beyond The Sea sung by Robbie Williams</p>	<p>Summer Term:</p> <p>Artists Van Gogh- boats WARHOL- London transport</p> <p>Design and Technology Structures- transport Boat- floating and sinking Transport- make something that floats</p> <p>Funk and classical music Big Bear Funk by Joanna Mangona I Feel Good by James Brown Don't You Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind And Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band William Tell Overture by Rossini Dance Of The Sugar Plum Fairy by Tchaikovsky Flight Of The Bumblebee by Rimsky-Korsakov Jupiter, The Bringer Of Jollity by Gustav Holst Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams</p>

	<p>Frosty The Snowman sung by Ella Fitzgerald Spiderman sung by Michael Bublé</p> <p>Authors of the term: Jill Murphy Judith Kerr</p> <p>Diversity texts All about friends All about families Books about friendship All Welcome Feelings- What makes me happy?</p>	<p>Mars from The Planets Suite by Gustav Holst Frog's Legs And Dragon's Teeth by Bellowhead Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral Singing In The Rain performed by Gene Kelly</p> <p>Authors of the term: David McKee Ian Whybrow and Amelia Reynolds Long</p> <p>Diversity texts The perfect fit Big Dreams books- David Attenbough</p>	<p>Authors of the term: Julia Donaldson Alison Bartlett and Vivian French</p> <p>Diversity texts Love grows everywhere Looking after our planet- Clean up! Welcome to the World</p>
<p>In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three Characteristics of Effective Teaching and Learning are: playing and exploring - children investigate and experience things, and 'have a go'; active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. In addition, the prime areas of learning (PSE, CL, PD) underpin and are an integral part of children's learning in all areas.</p>			
<p>PSED -SCARF</p> <p>Self-Regulation</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p>		

<p>PSED</p> <p>Managing self</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
<p>PSED</p> <p>Building Relationships</p>	<p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and others' needs.</p>
<p>Physical Development</p> <p>Gross motor</p> <p>Fundamental Skills</p> <p>PE Passport</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- School Handwriting scheme</p>	<p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>

<p>Communication and Language Development Listening and attention</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>
<p>Speaking Along with NELI and SALT interventions</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 modeling and support from their teacher.</p>
<p>Literacy Comprehension Bug Club Phonics</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>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>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>

Maths –

**Follow White Rose
Maths**

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.

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.

Has a developed range of mathematical language to describe and compare size, shape, length, weight and position.

<p>Understanding of the world</p>	<p>Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their own experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Know some similarities between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
<p>Expressive Arts and Design</p>	<p>Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function Share their creations, explaining the processes they have used Make use of props and materials when role playing characters in narrative and stories</p> <p>Being Imaginative and Expressive Invent, adapt and recount narrative and stories with peers and their teachers Sing a range of well-known nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>

<p>Parental engagement</p>	<p>Weekly Newsletters 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>
<p>Assessment</p>	<p>Baseline- NFER and Teacher Assessments EYFS Lancashire Tracker Phase 2 Phonics Assessments NELI</p>	<p>End of Autumn term Teacher Assessments EYFS Lancashire Tracker Phase 2 Phonics phonemes and blending Assessments</p>	<p>End of Spring term Teacher Assessments EYFS Lancashire Tracker Phase 2/3 Phonics Assessments- phonemes and blending</p>	<p>End of summer Teacher Assessments EYFS Lancashire Tracker Phase 2/3/4 Phonics Assessments- phonemes and blending NELI</p>		