



THE STOKE POGES SCHOOL

Reception Long Term Plan

Enquiry Question

- Autumn 1 – What makes us all special?
- Autumn 2 – How do we celebrate special occasions?
- Spring 1 – How is Antarctica different to the UK?
- Spring 2 – How can we travel around the World?
- Summer 1 – What is special about our World?
- Summer 2 – How do minibeasts help our garden?

| Reception Themes | Autumn Term Marvellous Me | | | Spring Term Oh the places we'll go | | | Summer Term What a wonderful world | | |
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| Enrichment | Visitors International Dot day- Express yourself | | | Farm visit Airport Experience | | | Black Park Life cycle of a Butterfly Eton College Zoo Lab Bee Keeper Visit | | |
| Books | The Colour Monster | Augustus and his smile | We're going to find the Monster! | Lost and Found | We're going on a bear hunt | Stanley's stick | Errol's Garden | Clem and Crab | Romeosaurus & Juliet Rex |
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| Focus | Feelings Emotions | | | Around the Town How do I get there? | | | Animals Minibeasts | | |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| | <p>Starting school / my new class / New Beginnings Superheroes People who help us / Careers Staying healthy / Food / Human body How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe Cultures Harvest Autumn Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Gingerbread Man Cinderella The Nativity At the Panto Christmas Lists Letters to Father Christmas Diwali</p> | <p>Where in the world have you been? Where do we live in the UK / world? Vehicles past and Present Design your own transport! Travel Antarctica Penguins Valentine's Day Easter Mother's Day</p> | <p>Growing plants/veg Recycling Dinosaur Day Summer Fruit grown around the world Healthy teeth Library visits Ramadan Eid World Bee Day</p> |
| Enhancing texts | <p>Owl Babies Once there were Giants The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families Pete the Cat The girl with the parrot on her head Happy in our skin Brave Bear</p> | <p>The Snail and the Whale The Way back Home Whatever Next! The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Oi! Get off my train! Stick Man Lost and Found 100Decker Bus</p> | <p>The Tiny Seed Oliver's Vegetables Jack and the Beanstalk One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons The Girl and the Dinosaur Spinderella</p> |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| <p>'Wow' moments / Enrichment Weeks</p> | <p>Anna Hibiscus song</p> <p>Autumn Trail Remembrance Day Nurse / Firefighter visit Harvest Time Birthdays Favourite Songs Talent show Halloween What do I want to be when I grow up? Video for parents Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety Stories by the Fireside World Space Week Children in Need Anti- Bullying Week</p> | <p>Let's fly - Role play and Green Screen Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine's Day Walk to the park / Picnic Planting seeds Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Map work- Find the Treasure Food Tasting- different cultures Vincent Van Gogh Study Mother's Day Easter Egg Hunt Start of Ramadan</p> | <p>Dinosaur Visit- Fossils Science day- Eco theme (Farm) Eid Zoo Lab visit Black Park Life cycle of a Butterfly Eton College Bee Keeper Visit</p> |
| <p>COEL</p> | <p>Characteristics of Effective Learning</p> <p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> | | |
| <p>Overarching principles</p> | <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> | | |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| | <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p>PLAY: <i>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> <p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p> |
| <p>The Stoke Poges Way</p> <p>Students take ownership of their learning</p> <p>Inspiring Learning Environments</p> <p>Pupil Voice</p> <p>Restorative practice</p> | <ul style="list-style-type: none"> • Character Formation • Our values are tangible throughout curriculum • Experienced Based Curriculum • Provision for Philosophy, Religion & Ethics, PSHE, yoga and meditation, Positive Relationships, Spiritual Insight, Children have experiences of religious education, festivals. • Effective pastoral care • Strive for excellence • Teachers and children inspired and joyful • High quality dialogue • Speak sincerely • Engage in empathic dialogue • Culture of intellectual curiosity and continuous professional development • Educational Excellence • Holistic, values based and contextualised curriculum • Competitive Progress • Children actively involved in creating their own paths of learning and journey of self-discovery • Children’s passions are evident • Committed engagement of parents/carers as co-educators • Positive Relationships • Children make conscientious choices |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| | <ul style="list-style-type: none"> Promote the Common Good | | | | | |
| Our Values | Kindness, Equality, Respect, Honesty, Positivity, Responsibility, Friendship, Resilience, Patience, Individuality, Courage | | | | | |
| Assessment opportunities | Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Language Link Phonic and other relevant Intervention groups On going assessments Pupil progress meetings Parents evening info EYFS team meetings Moderation | | GLD Projections for EOY Moderation Trust moderation EYFS team meetings Pupil progress meetings Parents evening info EYFS team meetings Data | | Moderation EYFS team meetings Pupil progress meetings Parents evening info EYFS team meetings Data EOY data | |
| Parent involvement | Staggered Start Parents Evening Harvest Assembly Home / School Agreement Phonics workshop Star of the week | Christmas show Maths workshop Parents Evening Book at Bedtime Star of the week | Star of the week Writing workshop Share a story Stay and Read morning Look at me! Talent show! | Star of the week Parents Evening Art workshop / Gallery Share a story Mother's Day Assembly | Star of the week Share a story Maths Morning – Look how far we have come! Father's Day Assembly | Star of the week Share a story Parents Evening Parent's Picnic |
| 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> | | | | | |
| C&L is developed throughout the year through high quality | Marvelous Me Welcome to EYFS | | Oh the places we'll go What happened? | | What a wonderful world Talk it through! | |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| <p>interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, READ questioning, EYFS productions, assemblies and interventions. Daily story time</p> | <p>Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p> | <p>Settling in activities Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives</p> | <p>Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story.</p> |
| <p>Physical development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross motor Weekly Yoga Lesson</p> | <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.</p> | | |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| | <p>Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> | <p>Ball skills- throwing and catching. Crates play-climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options</p> | <p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics/ Balance</p> | <p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> | <p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p> | <p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics/ Balance</p> |
| <p>From Development Matters 20':</p> <ul style="list-style-type: none"> • Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing • Progress towards a more fluent style of moving, with developing control and grace. • Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. • Develop their small motor skills so that they can use a range of tools competently, safely and confidently. <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> | | | | | | |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| | <ul style="list-style-type: none">• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. |
| <p>Literacy</p> <p>Comprehension</p> <p>Developing a passion for reading Books are available in the library and in every learning area</p> <p>Word Reading</p> | <p>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> <p>Children will be working in different groups for Read Write Inc. Focus on teaching and consolidating of set 1 sounds and Set 2 Sounds, Green words, Red Words and Nonsense words. . Ditty sheets, introduction of books depending on ability.</p> |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| | <p>Marvelous me</p> <p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book</p> | <p>Marvelous me</p> <p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Use actions to retell a story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end.</p> | <p>Oh, the places we'll go!</p> <p>Making up stories with themselves as the main character – Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common</p> | <p>Oh, the places we'll go!</p> <p>Information leaflets about animals. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations</p> | <p>What a wonderful world</p> <p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include</p> | <p><u>Word reading</u> Phonic Sounds: RWI Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff</p> |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| | <p>Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p> | <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books</p> | <p>exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read. World Book Day</p> | <p>by connecting ideas or events</p> | <p>labels, sentences or captions. Role play area – book characters</p> | |
| | <p><u>Word reading</u> Phonic Sounds: RWI Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books</p> | <p><u>Word reading</u> Phonic Sounds: RWI Differentiated groups Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words</p> | <p><u>Word reading</u> Phonic Sounds: RWI Differentiated groups / Ditties Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read</p> | <p><u>Word reading</u> Phonic Sounds: RWI Differentiated groups Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know:</p> | <p><u>Word reading</u> Phonic Sounds: RWI Differentiated groups: Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught,</p> | <p>Our Wonderful world Write facts Write a postcard / diary writing Recount Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model</p> |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| | are consistent with their developing phonic knowledge | such as 'the' and 'said', help children identify the sound that is tricky to spell. | words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. | 'rabbit', 'himself', 'jumping'. Children should not be required to use other strategies to work out words | such as 'do', 'said', 'were'. | for writing own stories. Character description – |
| <p>Writing</p> <p>TFW used as stimulus across the year</p> <p>Texts may due t children's interests</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> | <p>Marvelous me</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – message centre</p> | <p>Marvelous me</p> <p>Create a poster to catch the troll</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence.</p> | <p>Oh, the places we'll go!</p> <p>CVC words / simple sentence writing using high frequency words</p> <p>Labels and simple captions</p> <p>Fact File</p> <p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p> | <p>Oh, the places we'll go!</p> <p>Retell parts of the story / repeated refrains / speech bubbles</p> <p>Describe things use adjectives</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps. Order the</p> <p>Recount</p> <p>Character descriptions.</p> <p>Write 2 sentences</p> | <p>Our Wonderful world</p> <p>Report</p> <p>Retell a story in own words</p> <p>Describe characters</p> <p>Write new version</p> <p>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Rhyming words.</p> <p>Acrostic poems</p> | <p>Our Wonderful world</p> <p>Write facts</p> <p>Write a postcard / diary writing</p> <p>Recount</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts</p> <p>Using familiar texts as a model for writing own stories. Character description –</p> |
| <p>Maths</p> | <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</p> | | | | | |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”</i> – Shakuntala Devi <i>Mathematics Mastery</i></p> | <p>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> | | | | |
| | <p>Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives.</p> | <ul style="list-style-type: none"> •Numbers within 6 Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six Addition and subtraction within 6 Explore zero •Explore addition and subtraction •Measures | <ul style="list-style-type: none"> •Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less •Addition and subtraction within 10 •Explore addition as counting on and subtraction as taking away | <ul style="list-style-type: none"> •Grouping and sharing •Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing •Numbers within 20 Count up to 10 objects •Represent, order and explore numbers to 15 | <ul style="list-style-type: none"> •Shape and pattern •Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns •Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| | <ul style="list-style-type: none"> •Number recognition. 2D Shapes. •Pattern and early number •Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. •Recognise numbers in the environment. •A number a week. | <p>Estimate, order compare, discuss and explore capacity, weight and lengths</p> <ul style="list-style-type: none"> •Shape and sorting <p>Describe, and sort 2-D & 3-D shapes</p> <ul style="list-style-type: none"> •Describe position accurately •Calendar and time <p>Days of the week, seasons</p> <ul style="list-style-type: none"> •Sequence daily events | <ul style="list-style-type: none"> •Numbers within 15 <p>Count up to 15 objects and recognise different representations</p> <ul style="list-style-type: none"> •Order and explore numbers to 15 •One more or fewer | <ul style="list-style-type: none"> •One more or fewer •Doubling and halving •Doubling and halving & the relationship between them | <p>between doubling and halving</p> <ul style="list-style-type: none"> •Money <p>Coin recognition and values</p> <ul style="list-style-type: none"> •Combinations to total 20p •Change from 10p •Measures <p>Describe capacities</p> <ul style="list-style-type: none"> •Compare volumes •Compare weights •Estimate, compare and order lengths | <ul style="list-style-type: none"> •Grouping and sharing |
| <p>Understanding the world</p> <p>Our Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> | <p>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.</p> | | | | | |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| <p>They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.</p> | | | | | | |
| | <p>Marvellous me</p> <p>Identifying their family. Commenting on photos of their family; naming</p> | <p>Marvellous me</p> <p>Can talk about what they have done with their families during</p> | <p>Oh, the places we'll go!</p> <p>Listening to stories and placing events in</p> | <p>Oh, the places we'll go!</p> <p>Trip to our local park (to link with seasons); discuss what we will see</p> | <p>What a wonderful world</p> <p>Use a text to explore a different country.</p> | <p>What is special about our world? Summer Solstice</p> |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| <p>who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our</p> | <p>Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> | <p>chronological order. Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants</p> | <p>on our journey to the park and how we will get there. Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note</p> | <p>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Look out for children drawing/painting or constructing their homes.</p> | |
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THE STOKE POGES SCHOOL

Reception Long Term Plan

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| | <p>learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras.</p> | <p>Stranger danger Talking about occupations and how to identify strangers that can help them when they are in need.</p> | | <p>and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots</p> | <p>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water.</p> | |
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THE STOKE POGES SCHOOL

Reception Long Term Plan

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| | | | | | Take children to places of worship and places of local importance to the community. | |
| | Which stories are special and why? Rosh Hashanah Yom Kippur Sukkot All Saints Day | Which people are special and why? Diwali Hannukah Christmas | What places are special and why? Epiphany Ash Wednesday / Shrove Tuesday St David's Day Shivaratri | What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan | Being special: where do we belong? Eid Shavuot | What is special about our world? Summer Solstice |
| Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Children to produce a piece of art work</i> | 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| <p><i>each half term to be displayed for 'Celebration wall' for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions</i></p> | <p>Marvellous me</p> <p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to</p> | <p>Marvellous me</p> <p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Listen to music and make their own dances in response. Castle models Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity</p> | <p>Oh, the places we'll go!</p> <p>Collage Children will be encouraged to select the tools and techniques they need to assemble materials that they are using Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> | <p>Oh, the places we'll go!</p> <p>Make different textures; make patterns using different colours Children will explore ways to protect the growing of plants by designing scarecrows. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination. Design and make rockets. Design and make objects</p> | <p>What a wonderful world</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct with</p> | <p>What a wonderful world</p> <p>Sand pictures Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports. Colour mixing Father's Day crafts</p> |
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THE STOKE POGES SCHOOL

Reception Long Term Plan

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| | work together to develop and realise creative ideas. | | | they may need in space, thinking about form and function. Creating outer of space picture | | |
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Early Learning Goals – for the end of the year

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| Communication Language and Literacy | Personal, social emotional development | Physical development | Literacy | Maths | Understanding the world | <p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives |
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THE STOKE POGES SCHOOL

Reception Long Term Plan

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| | | | | | | <p>and stories with peers and their teacher.</p> <ul style="list-style-type: none"> •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>ELG: Listening, Attention and Understanding</p> <ul style="list-style-type: none"> •Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions •Make comments about what they have heard and ask questions to | <p>ELG: Self-Regulation</p> <ul style="list-style-type: none"> •Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. •Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. | <p>ELG: Gross Motor Skills</p> <ul style="list-style-type: none"> •Negotiate space and obstacles safely, with consideration for themselves and others. •Demonstrate strength, balance and coordination when playing. •Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | | | <p>ELG: Past and Present</p> <ul style="list-style-type: none"> •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 experiences and what has been read in class. •Understand the past through settings, characters and | <p>ELG: Creating with Materials</p> <ul style="list-style-type: none"> •Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. •Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in |



THE STOKE POGES SCHOOL

Reception Long Term Plan

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| <p>clarify their understanding</p> <ul style="list-style-type: none"> •Hold conversation when engaged in back-and-forth exchanges with their teacher and peers <p>ELG: Speaking</p> <ul style="list-style-type: none"> •Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. •Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. •Express their ideas and feelings about their experiences using | <ul style="list-style-type: none"> •Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>ELG: Managing Self</p> <ul style="list-style-type: none"> •Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. •Explain the reasons for rules, know right from wrong and try to behave accordingly. •Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the | <p>ELG: Fine Motor Skills</p> <ul style="list-style-type: none"> •Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. •Use a range of small tools, including scissors, paint brushes and cutlery. •Begin to show accuracy and care when drawing. | | | <p>events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <ul style="list-style-type: none"> •Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. •Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. •Explain some similarities and differences between life in this country and life in other countries, | <p>narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <ul style="list-style-type: none"> •Invent, adapt and recount narratives and stories with peers and their teacher. •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. |
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THE STOKE POGES SCHOOL

Reception Long Term Plan

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| <p>full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p>importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <ul style="list-style-type: none">•Work and play cooperatively and take turns with others.•Form positive attachments to adults and friendships with peers;.•Show sensitivity to their own and to others needs. | | | | <p>drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <ul style="list-style-type: none">•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, | |
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THE STOKE POGES SCHOOL

Reception Long Term Plan

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