

## Framwellgate Moor Primary Reception Class Long Term Plan 2021-2022

1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General comments	<b>Marvellous Me!</b>	<b>Let's Celebrate!</b>	<b>Once upon a ...?</b>	<b>How does it grow?</b>	<b>Are we there yet?</b>	<b>Where in the world?</b>
<p><b>Communication and Language</b></p> <p>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</p>	<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>					
<p>Whole EYFS Focus - C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and weekly interventions.</p> <p><b>Daily story time</b></p>	<p>Welcome to EYFS 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>Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary</p>	<p>Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention - talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Settling in activities 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>What happened? 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>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.</p>

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<b>Personal, Social and Emotional Development</b>	<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<b>Managing Self</b>	<u><b>Being me in my world</b></u>	<u><b>Celebrating differences</b></u>	<u><b>Dreams and Goals</b></u>	<u><b>Healthy Me</b></u>	<u><b>Relationships</b></u>	<u><b>Changing Me</b></u>
Self - Regulation	<ul style="list-style-type: none"> <li>Understanding how it feels to belong and that we are similar and different.</li> <li>Start to recognise own feelings.</li> <li>Working with others to make school a good place to be.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying what we are good at and understanding everyone is good at different things.</li> <li>Understanding that being different makes us all special.</li> <li>Understanding we are all different but the same in some ways.</li> <li>Talking about why our homes are special to us.</li> <li>Discussing how to be a kind friend.</li> <li>Standing up for ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>Persevering to tackle challenges.</li> <li>Never giving up.</li> <li>Setting a goal and working towards it.</li> <li>Using kind words to encourage people.</li> <li>Understanding the link between learning now and future jobs.</li> <li>Achieving goals and feeling proud.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that we need exercise to keep our bodies healthy.</li> <li>Understanding that moving and resting are good for our bodies.</li> <li>Making healthy food choices.</li> <li>Understanding how to go to sleep and why sleep is good.</li> <li>Keeping our hands clean.</li> <li>Knowing how to stay safe if a stranger approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying the jobs in our families and feeling like we belong.</li> <li>Making friends.</li> <li>Staying friends.</li> <li>Understanding the impact of unkind words.</li> <li>Using "Calm Me" time to manage feelings.</li> <li>Being a good friend.</li> </ul>	<ul style="list-style-type: none"> <li>Naming body parts.</li> <li>How to be healthy.</li> <li>Understand that we all grow from babies to adults.</li> <li>Talking about moving to Year 1.</li> <li>Discussing worries/things we are looking forward to about Year 1.</li> <li>Sharing memories of our Reception year.</li> </ul>
Link to Behaviour for Learning	<ul style="list-style-type: none"> <li>Understand why it is good to be kind and use gentle hands.</li> <li>Beginning to understand children's rights.</li> <li>Learning what being responsible means.</li> </ul>					

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	<p>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. 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> <ul style="list-style-type: none"><li>✓ Controlling own feelings and behaviours</li><li>✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours</li><li>✓ Being able to concentrate on a task</li><li>✓ Being able to ignore distractions</li><li>✓ Behaving in ways that are pro-social</li><li>✓ Planning</li><li>✓ Thinking before acting</li><li>✓ Delaying gratification</li><li>✓ Persisting in the face of difficulty.</li></ul>	<p>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</p> <p>We understand that children develop in individual ways and at varying rates - physically, cognitively, linguistically, socially and emotionally.</p> <p>Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p>
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<b>Physical development</b>	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.					
Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality).  Provide extra help and guidance when needed.	Threading, cutting, weaving, playdough Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
Daily opportunities for  Fine Motor Activities  Gross motor  Weekly Yoga Lesson	Cooperation games i.e. parachute games. Climbing - outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toiletting.	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 Dance / moving to music Gymnastics ./ Balance	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	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.	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	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>From Development Matters 21':</p> <p>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>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. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>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.</p>						

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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

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<p><b>Literacy Comprehension</b> - Developing a passion for reading</p> <p>Children will visit the library weekly</p> <p>Word Reading Children will be working in different groups for Read Write Inc. SH - Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words. Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.</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>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>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Retell stories related to events through acting/role play.</p> <p>Christmas letters/lists. Retelling stories retell the story - Story Maps.</p> <p>Retelling of stories. Editing of story maps and orally retelling new stories.</p> <p>Non-Fiction Focus Retelling of stories.</p> <p>Sequence story - use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter- sound correspondences.</p> <p>Enjoys an increasing range of book</p>	<p>Making up stories with themselves</p> <p>as the main character - Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read a few common exception words matched to RWI. Make the books available for children to share at school and at home.</p> <p>Avoid asking children to read books at home they cannot yet read</p>	<p>Information leaflets about animals in the garden/plants and growing.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</p> <p>Timeline of how plants grow.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions</p> <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.</p> <p>Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p> <p>May include labels, sentences or captions.</p> <p>Role play area - book characters Pajamarama Day</p>	<p>Can draw pictures of characters/ event / setting in a story</p> <p>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories.</p>

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	<p><b>Phonic Sounds:</b> RWI Set 1 whole class</p> <p><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily.</p> <p>This will make sound- blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups</p> <p><b>Reading:</b> 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.</p> <p>For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups / Ditties</p> <p><b>Reading:</b> Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'.</p> <p>Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups</p> <p><b>Reading:</b> 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: 'rabbit', 'himself', 'jumping'.</p> <p>Children should not be required to use other strategies to work out words.</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups</p> <p><b>Reading:</b> 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, such as 'do', 'said', 'were'.</p>	<p><b>Phonic Sounds:</b> RWI Differentiated groups</p> <p><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments Transition work with Year 1 staff</p>
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<p><b>Writing</b></p> <p>Text For Writing used as stimulus across the year</p> <p>Texts may be due to children's interests</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences</p>	<p>Texts as a Stimulus:</p> <p><b>Colour Monster</b>(feelings)</p> <p><b>Nursery Rhymes</b> Label characters</p> <p><b>When I grow up Perfectly Norman</b></p> <p><b>The Little Red Hen</b> (Journey story) from?</p> <p><b>Going on a leaf hunt</b></p> <p>Sequence the story</p> <p>Speech bubbles</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.</p> <p>Use initial sounds to label characters / images. Silly soup. Names, Labels. Captions, Lists Diagrams Messages - Create a Message centre!</p>	<p>Texts as a Stimulus:</p> <p><b>The story of Diwali</b> (Defeat Monster)</p> <p><b>Room on the broom</b> (Halloween)</p> <p>Create a wanted poster to catch the monster</p> <p><b>Funny bones</b></p> <p><b>Owl Babies</b> (Tale of Fear)</p> <p><b>The Penguin who wanted to fly</b> (The Christmas story)(Special child)</p> <p>CVC words / simple sentence writing using high frequency words</p> <p>Name writing, labelling using initial sounds, story scribing.</p> <p>Potion making recipes.</p> <p>Retelling stories in writing area.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a sentence</p>	<p>Texts as a Stimulus:</p> <p><b>One winter's day</b> (Cumulative)</p> <p><b>The story of Chinese New year</b></p> <p><b>Mr. Wolf's pancakes</b> (Cumulative)</p> <p><b>The Three Billy Goats Gruff</b> (Defeat Monster)/</p> <p><b>The 3 Little pigs</b></p> <p><b>The Gingerbread Man</b>(Cumulative)</p> <p><b>Rumble in the jungle</b>(Rhyme)</p> <p>Retelling stories in writing area.</p> <p>Drama and whole class writing instructions for pancake making.</p> <p>Story maps</p> <p>Fact File - Compare two animals</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.</p> <p>Create a story board</p>	<p>Texts as a Stimulus:</p> <p><b>Jack and the Bean stalk</b> - retell parts of the story / repeated refrains / speech bubbles</p> <p><b>The Bad-Tempered Ladybird</b>(Cumulative)</p> <p><b>What the Ladybird heard.</b></p> <p>Labels and simple captions</p> <p>Mini beasts - Animal</p> <p><b>Hungry Caterpillar</b> - (Cumulative) Describe foods / adjectives</p> <p><b>Oliver's vegetables</b>(Healthy eating)</p> <p>Where do our food come</p> <p>Healthy Food - My Menu / Bean Diary</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.</p> <p>Order the Easter story.</p> <p>Labels and captions - life cycles</p> <p>Recount - A trip to the park</p> <p>Character descriptions.</p> <p>Write 2 sentences</p>	<p>Texts as a Stimulus:</p> <p><b>Whatever next</b>(Journey story)</p> <p><b>A train ride</b></p> <p><b>Duck in a truck</b></p> <p><b>Mr Gumpy's Outing</b> (Cumulative) Report about the animals falling into the water</p> <p><b>Handa's Surprise</b> (Journey story)</p> <p>Retell the story in own words / reverse the journey</p> <p>Describe each animals</p> <p>Write new version</p> <p>Writing recipes, lists.</p> <p>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>Texts as a Stimulus:</p> <p><b>Poles apart</b>(Journey)</p> <p><b>Snail and the whale</b> (Rescue tale)</p> <p><b>Rainbow Fish</b>(Friendship)</p> <p><b>The treasure of Pirate Pete</b> (Map skills)</p> <p>Write a postcard / diary writing</p> <p>My Holiday - 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. Innovation of familiar texts</p> <p>Using familiar texts as a model for writing own stories.</p> <p>Character description - Rainbow Fish</p> <p>Write three sentences - B, M &amp; E.</p>
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General comments	<b>Marvellous Me!</b>	<b>Let's Celebrate!</b>	<b>Once upon a ...?</b>	<b>How does it grow?</b>	<b>Are we there yet?</b>	<b>Where in the world?</b>
<p><b>Maths</b></p> <p>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." - Shakuntala Devi</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 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</p> <p>Counting rhymes and songs</p> <p>Classifying objects based on one attribute</p> <ul style="list-style-type: none"> <li>•Matching equal and unequal sets</li> <li>•Comparing objects and sets. Substitising.</li> <li>•Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. Pattern and early number</li> </ul> <p>Recognise, describe, copy and extend colour and size patterns</p> <ul style="list-style-type: none"> <li>•Count and represent the numbers 1 to 3</li> <li>•Estimate and check by counting. Recognise numbers in the environment.</li> </ul> <p>A number a week.</p> <p>Number formation Ten town-6</p>	<p>Numbers within 5</p> <p>Count up to six objects.</p> <ul style="list-style-type: none"> <li>•One more or one fewer</li> <li>•Order numbers 1 -5</li> <li>•Conservation of numbers within six</li> </ul> <p>Addition and subtraction within 5</p> <p>Counting forwards and backwards -10</p> <p>Shape and sorting</p> <p>Describe, and sort 2-D &amp; 3- D shapes</p> <ul style="list-style-type: none"> <li>•Describe position accurately</li> </ul> <p>Calendar and time</p> <p>Days of the week, seasons</p> <ul style="list-style-type: none"> <li>•Sequence daily events</li> </ul>	<p>Numbers within 10</p> <p>Count up to ten objects</p> <ul style="list-style-type: none"> <li>•Represent, order and explore numbers to ten</li> <li>•One more or fewer, one greater or less</li> </ul> <p>Addition and subtraction within 10</p> <p>Explore zero</p> <ul style="list-style-type: none"> <li>•Explore addition and subtraction</li> </ul> <p>Measures Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Explore addition as counting on and subtraction as taking away</p> <p>Numbers within 15</p> <p>Count up to 15 objects and recognise different representations</p> <ul style="list-style-type: none"> <li>•Order and explore numbers to 15</li> <li>•One more or fewer</li> </ul> <p>Calendar and time</p> <p>Days of the week, seasons</p> <ul style="list-style-type: none"> <li>•Sequence daily events</li> </ul>	<p>Grouping and sharing</p> <p>Counting and sharing in equal groups</p> <ul style="list-style-type: none"> <li>•Grouping into twos, fives and tens</li> <li>•Relationship between grouping and sharing</li> </ul> <p>Numbers within 20</p> <p>Count up to 10 objects</p> <ul style="list-style-type: none"> <li>•Represent, order and explore numbers to 15</li> <li>•One more or fewer</li> </ul> <p>Doubling and halving</p> <p>Doubling and halving &amp; the relationship between them</p> <p>Partition numbers to 5 into 2 groups</p>	<p>Shape and pattern</p> <p>Describe and sort 2-D and 3-D shapes</p> <ul style="list-style-type: none"> <li>•Recognise, complete and create patterns</li> </ul> <p>Addition and subtraction within 10</p> <p>Commutativity</p> <ul style="list-style-type: none"> <li>•Explore addition and subtraction</li> <li>•Compare two amounts</li> <li>•Relationship between doubling and halving</li> </ul> <p>Money</p> <p>Coin recognition and values</p> <ul style="list-style-type: none"> <li>•Combinations to total 20p</li> <li>•Change from 10p</li> </ul> <p>Measures</p> <p>Describe capacities</p> <ul style="list-style-type: none"> <li>•Compare volumes</li> <li>•Compare weights</li> <li>•Estimate, compare and order lengths</li> </ul> <p>Counting forwards and backwards from any number</p> <p>Number formation to 10 Ten Town</p> <p>Partitioning numbers to 10 into 2 groups</p>	<p>Depth of numbers within 20</p> <p>Explore numbers and strategies</p> <ul style="list-style-type: none"> <li>•Recognise and extend patterns</li> <li>•Apply number, shape and measures knowledge</li> <li>•Count forwards and backwards</li> </ul> <p>Numbers beyond 20</p> <ul style="list-style-type: none"> <li>•One more one less</li> <li>•Estimate and count</li> <li>•Grouping and sharing</li> </ul> <p>Number formation to 20 Ten Town</p> <p>Number bonds to 10</p>

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7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General comments	<b>Marvellous Me!</b>	<b>Let's Celebrate!</b>	<b>Once upon a ...?</b>	<b>How does it grow?</b>	<b>Are we there yet?</b>	<b>Where in the world?</b>
<p><b>Understanding the world</b> RE / Festivals</p> <p><b>Past and Present Peoples, cultures and communities</b></p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p> <p><b>The Natural world</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the</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>					
	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>o 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.</p> <p>o Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>o Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>o Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>o Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>o Long ago - How time has changed. Using cameras.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>o Show photos of how Christmas used to be celebrated in the past. Look at how people across the world celebrate Christmas. Use world maps to show children where some countries around the world are</p> <p>o Share different cultures</p> <p>o 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>o Talking about occupations and how to identify strangers that can help them when they are in need</p> <p>o Animals that live in cold climates</p> <p>o Nocturnal animals</p>	<p>Listening to stories and placing events in chronological order.</p> <p>o What can we do here to take care of animals in the jungle?</p> <p>o Compare animals from a jungle to those on a farm.</p> <p>o Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.</p> <p>o Nocturnal Animals Making sense of different environments and habitats</p> <p>o 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</p> <p>o Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>o After close observation, draw pictures of the natural world, including animals and plant</p> <p>o Share the different versions of famous fairy tales.</p> <p>Stranger danger (based on Jack and the beanstalk).</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p> <p>o 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.</p> <p>o Can children make comments on the weather, culture, clothing, housing.</p> <p>o Change in living things - Changes in the leaves, weather, seasons,</p> <p>o Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>o Building a 'Bug Hotel'</p> <p>o Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>o 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.</p> <p>o Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>o Use the BeeBots</p>	<p>Use Handa's Surprise to explore a different country.</p> <p>o 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.</p> <p>o Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>o Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>o Can children talk about their homes and what there is to do near their homes?</p> <p>o Look out for children drawing/painting or constructing their homes.</p> <p>o Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>o Environments - Features of local environment Maps of local area Comparing places on Google Earth - how are they similar/different?</p> <p>o Introduce the children to NASA and America.</p> <p>o Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>o Can children differentiate between land and water.</p> <p>o Take children to places of worship and places of local importance to the community.</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>o Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p> <p>o Materials: Floating / Sinking - boat building Metallic / non-metallic objects</p> <p>o Seasides long ago - Magic Grandad</p> <p>o Share non-fiction texts that offer an insight into contrasting environments.</p> <p>o Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>

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<p>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>Which stories are special and why?</p>	<p>Which people are special and why? Diwali, Christmas, Remembrance Day, Bonfire safety</p>	<p>What places are special and why? Shrove Tuesday</p>	<p>What times are special and why? Holi Palm Sunday Passover Easter Start of Ramadan</p>	<p>Being special: where do we belong? Eid Shavuo</p>	<p>What is special about our world? Summer Solstice</p>
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8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General comments	<b>Marvellous Me!</b>	<b>Let's Celebrate!</b>	<b>Once upon a ...?</b>	<b>How does it grow?</b>	<b>Are we there yet?</b>	<b>Where in the world?</b>
<p><b>Expressive Arts and Design</b></p> <p>Painting, 3D modelling, messy play, collage, cutting, drama, role play,</p>	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>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.</p>					

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<p>threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</p> <p>Children to produce a piece of art work 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</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.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Designing homes for hibernating animals. Collage owls</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using for making.</p> <p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>Rousseau's Tiger / animal prints / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Collage-farm animals / Castle models/ Making houses.</p> <p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts</p> <p>Home Corner role play</p> <p>Collage of wide mouthed frog using different materials and use of different sorts of glue .</p> <p>Artwork themed around Eric Carle / The Seasons - Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, bridges, boats and other transport.</p> <p>Exploration of other countries - dressing up in different costumes. Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Pirate hats, telescopes</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing - underwater pictures.</p> <p>Father's Day Crafts</p>
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### Early Learning Goals 2021-2022

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b> 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 clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b> 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 full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b> 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. 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> <p><b>ELG: Managing Self</b> 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 importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own</p>	<p><b>ELG: Gross Motor Skills</b> 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> <p><b>ELG: Fine Motor Skills</b> 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>	<p><b>ELG: Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b> 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><b>ELG: Numerical Patterns</b> 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. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b> 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 events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b> 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, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p> <p><b>ELG: The Natural World</b> 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><b>ELG: Creating with Materials</b> 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> <p><b>ELG: Being Imaginative and Expressive</b> 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</p>