



## Reception Long Term Plan 2023-2024

In the Early Years Foundation Stage at Uplands Manor, we consider the holistic development of our children. In that children develop physically, socially, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We strive for our children to grow into confident, independent learners and become directors of their own lives.

At Uplands Manor Primary School, our Early Years curriculum is designed to

- Reflect the four overarching principles outlined in the Early Years Statutory Framework: The Unique Child, Enabling Environments, Positive Relationships, Learning and Development
- Strengthen and build upon prior learning and life experiences, ensuring children make good progress over time
- Be flexible, allowing the *children's interests and needs to be reflected throughout our provision*
- *Enrich children's vocabulary and develop their oracy skills*
- Enable children to discover, explore, make decisions and express their own ideas
- Prepare children for the next stage in their learning journey

### Implementation

We will achieve this through a well-sequenced, coherent curriculum which is driven by the four curriculum drivers adopted in KS1 and KS2; Excite, Experience, Extend and Excel.

We endeavour to provide stimulating environments, that provide exciting learning opportunities and promote challenge. Through careful planning of space, activities, equipment and people we are able to offer a curriculum that is right for our children. We plan themes on an annual basis, these are the plans for the academic year 2023-2024, these may change in response to the needs and interests of the children. *Hence these plans are not "set in stone" and should be considered as working documents.*

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/Interests/ Lines of Enquiry	Autumn Fabulous Me My family	Superheroes Real life superheroes (People who help us)	Winter A Ticket to Ride	Spring India	Growth and change Life cycles of plants and animals	Summer Saving our planet Healthy Me
Story Starter	Starting School	Super Duck	The Train Ride	Chapati Moon	<i>Jasper's Beanstalk</i>	<i>Duffy's Lucky Escape</i>
WOW starts/ends	Starting school	Visit from emergency services/ Guide dogs etc Diwali dance workshop	Local area- vehicle survey Local area- safe places to cross	Walk to Gurdwara	Chicks- Watching chicks hatch and grow	Litter pick Visit to Thinktank Sports Day
Storytelling	Dear Zoo/ Brown Bear, Brown Bear what do you see?	The Enormous Turnip	The Train ride	The Gingerbread Man	The Little Red Hen	Three Billy Goats Gruff
Celebrations	Harvest	Diwali (12 <sup>th</sup> November) Bonfire Night (5 <sup>th</sup> November) Remembrance Day (11 <sup>th</sup> November) Christmas (25 <sup>th</sup> December)	Chinese New Year (10 <sup>th</sup> February) <i>Valentine's Day (14<sup>th</sup> February)</i>	Holi Festival (25 <sup>h</sup> March) Mothering Sunday (10 <sup>th</sup> March) Good Friday (29 <sup>th</sup> March) Easter Day (31 <sup>st</sup> March)	St Georges day (23 <sup>rd</sup> April) Eid al-Fitr (9 <sup>th</sup> April & 10 <sup>th</sup> April) May Day (6 <sup>th</sup> May)	<i>Father's Day (16<sup>th</sup> June)</i> Eid al-adha (16 <sup>th</sup> June - 20 <sup>th</sup> June)



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<b>Special Events</b>	<p>Starting school            Parent induction meetings            Parent phonics meetings            EYFS Baseline assessments            Wellcom screening            Harvest Festival</p>	<p>Indian dance workshop            (16<sup>th</sup> November)            Nativity performance            Parents evening            Beyond the book day            Merit Assembly            Children in Need (17<sup>th</sup> November)            Anti-Bullying week            (13-17<sup>th</sup> November)            Family Friday</p>	<p>E Safety week</p>	<p>Parents evening            World book day            British Science Week            (8th-17<sup>th</sup> March)            Reception class assemblies</p>	<p>Mental Health Awareness week            Visit from dentist/school nurse</p>	<p>Visit to Think Tank            Transition to year 1            End of year reports            Stay and play for new Reception            children            Healthy Living week</p>
<b>School Holidays</b>	<p>October Half Term            30<sup>th</sup> October to            3rd November 2023</p>	<p>Christmas break            25<sup>th</sup> December to 5<sup>th</sup> January            2024</p>	<p>February Half Term            12<sup>th</sup> February to 16<sup>th</sup> February 2024</p>	<p>Easter break            25<sup>th</sup> March to 5<sup>th</sup> April 2024</p>	<p>May day Monday 6<sup>th</sup> May            2024            May Half Term            27<sup>th</sup> May to 31<sup>st</sup> May 2024</p>	<p>Summer break            23<sup>rd</sup> July to 30<sup>th</sup> August            2024</p>



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Personal, Social and Emotional Development	<p>To include a structured and focused PSHE session per week (Jigsaw) and the sharing of PSED linked stories</p>	<p><b>Educational programme for Personal, Social and Emotional Development:</b>  <i>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 peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. EYFS Statutory Framework 2021</i></p>					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Personal Safety (Developing Experts)</b></p>	<p><b>Know the people you can trust</b></p> <ul style="list-style-type: none"> <li>• Understand the term 'stranger danger'.</li> <li>• Explain where to go for help</li> <li>• Identify safe strangers.</li> </ul>	<p><b>Firework safety</b></p> <ul style="list-style-type: none"> <li>• Understand &amp; explain how to keep safe during celebrations involving fireworks &amp; fire</li> </ul> <p><b>E Safety</b></p> <ul style="list-style-type: none"> <li>• Understand and explain how to keep safe online</li> <li>• Demonstrate an understanding of good screen time habits.</li> </ul>	<p><b>Road safety</b></p> <ul style="list-style-type: none"> <li>• Identify safe places to cross the road (zebra crossing, pedestrian crossing, lollipop person)</li> <li>• Explain about how to cross roads safely</li> </ul> <p><b>Rail safety</b></p> <ul style="list-style-type: none"> <li>• Understand railway hazards</li> <li>• Know how to keep safe when near trains and railways</li> </ul> <p><b>E safety</b></p> <ul style="list-style-type: none"> <li>• Understand and explain how to keep safe online</li> </ul> <p>Demonstrate an understanding of good screen time habits.</p>	<p><b>Learn about first aid</b></p> <ul style="list-style-type: none"> <li>• Explain how to get help in an emergency</li> <li>• Explain how to apply simple first aid in familiar situations</li> <li>•</li> </ul>	<p><b>Know how to stay safe when using electricity</b></p> <ul style="list-style-type: none"> <li>• Identify electric items around the home</li> <li>• Know how to use electric items safely</li> </ul> <p><b>E safety</b></p> <ul style="list-style-type: none"> <li>• Understand and explain how to keep safe online</li> </ul>	<p><b>Summer safety</b></p> <ul style="list-style-type: none"> <li>• Identify places near water</li> <li>• Understand and explain precautions to take when near water.</li> </ul> <p><b>E safety</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of good screen time habits.</li> </ul> <p><b>PANTS</b></p> <ul style="list-style-type: none"> <li>• Understand how the underwear rule keeps children safe.</li> </ul>
<p><b>Jigsaw</b></p>	<p><b>Being me in my world</b></p> <ul style="list-style-type: none"> <li>• Feeling special and safe</li> <li>• Being part of a class</li> <li>• Rights and responsibilities</li> <li>• Rewards and feeling proud</li> <li>• Consequences</li> </ul>	<p><b>Celebrating differences</b></p> <ul style="list-style-type: none"> <li>• Feeling special and safe</li> <li>• Being part of a class</li> <li>• Rights and responsibilities</li> <li>• Rewards and feeling proud, Consequences</li> </ul>	<p><b>Dreams and goals</b></p> <ul style="list-style-type: none"> <li>• Setting goals</li> <li>• Successes and achievements</li> <li>• Learning styles</li> <li>• Working well</li> <li>• Partner work</li> <li>• Tackling new challenges</li> </ul>	<p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Belonging to a family</li> <li>• Making friends</li> <li>• Physical contact</li> <li>• Qualities as a friend</li> <li>• Self-acknowledgement</li> <li>• Being a good to myself</li> <li>• Special relationships</li> </ul>	<p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Keeping myself healthy</li> <li>• Healthier choices</li> <li>• Keeping clean</li> <li>• Being safe</li> <li>• Medicine safety</li> <li>• Road safety</li> <li>• Health and happiness</li> </ul>	<p><b>Changing me</b></p> <ul style="list-style-type: none"> <li>• Life cycles – animal/ human</li> <li>• Changes since being a baby</li> <li>• Differences between bodies</li> <li>• Coping with change</li> <li>• Transition</li> </ul>	



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Communication and Language	<p><b>Educational programme for Communication &amp; Language:</b>  <i>The development of children's spoken language underpins all seven areas of learning and development</i>  <i>nt. 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.</i>  <b>EYFS Statutory Framework 2021</b></p>						
		Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
	Listening	<ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul>	<ul style="list-style-type: none"> <li>Retell the story, some as exact repetition and some in their own words.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in non-fiction books to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Learns rhymes poems and songs.</li> <li>Recites rhymes, poems and songs with others and alone</li> </ul>	<ul style="list-style-type: none"> <li>Listen to and talk about stories – remember key features of <i>plot, characters, settings...</i></li> </ul>	<ul style="list-style-type: none"> <li>Listen carefully to others and repeat what is heard (talk partners).</li> </ul>
	Speaking	<ul style="list-style-type: none"> <li>Develop social phrases such as “<i>Good morning – how are you?</i>”</li> <li>Speak to peers in play</li> </ul>	<ul style="list-style-type: none"> <li>Describe familiar events in detail.</li> <li>Retell experiences to an adult in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> <li>Talk about facts they have learned in school / from books.</li> </ul>	<ul style="list-style-type: none"> <li>Connect one idea or action to another using a range of connectives.</li> <li>Use longer sentences and some questions.</li> </ul>	<ul style="list-style-type: none"> <li>Speak in well-formed sentences.</li> <li>Speak to unknown adults when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Use talk to help work out problems, organise thinking and explain how things work/why they might happen.</li> </ul>
	To include introduction of new vocabulary through the Concept Cat, part of the Word Awareness scheme	<p><b>Concept cat:</b>            same different some behind all night day first last second more less both most</p>	<p><b>Concept cat:</b>            forwards backwards through around before after dark light (not dark) big bigger biggest thick thin</p>	<p><b>Concept cat:</b>            heavy heavier heaviest large long longer longest straight curved quick slow above below</p>	<p><b>Concept cat:</b>            tall taller tallest rough smooth later between bottom top back front</p>	<p><b>Concept cat:</b>            Light lighter lightest shiny dull near far early</p>	<p><b>Concept cat:</b>            enough narrow wide half whole corner side straight bendy</p>
Physical Development	<p><b>Educational programme for Physical Development:</b>  <i>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.</i>  <b>EYFS Statutory Framework 2021</b></p>						
	Gross Motor Development Includes focused PE lessons & daily physical development in outdoor areas	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Movement and using the space around us.	Dance	Ball Skills (Throwing, catching, aiming, kicking)	Large equipment & gymnastics	Bat & ball skills	Athletics & team games
		<ul style="list-style-type: none"> <li>Bikes &amp; scooters</li> <li>Outdoor climbing equipment</li> <li>Forest School</li> <li>Games equipment (bats, balls, hoops, skipping ropes etc)</li> <li>Soft Play</li> <li>Go Noodle</li> <li>Yoga</li> </ul>					
Fine Motor Development	<ul style="list-style-type: none"> <li>Funky Fingers</li> <li>Dough Disco</li> <li>Squiggle whilst you wiggle</li> <li>Handwriting</li> <li>Using tools including scissors, knives &amp; forks, writing &amp; painting tools</li> </ul>						
Literacy	<p><b>Educational programme for Literacy:</b>  <i>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)</i>  <b>EYFS Statutory Framework 2021</b></p>						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



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<p><b>Phonics</b></p> <p>To include a rigorous phonics programme (RWI) delivered daily</p>	<p>Phase 1- Environmental Sounds, Instrumental sounds, Body percussion, Rhythm &amp; rhyme, Alliteration, Voice Sounds, Oral blending &amp; segmenting</p> <p>RWI Set 1 sounds – single letter sounds</p> <p><b>Tricky red words: l</b></p>	<p>Consolidation of Set 1 single letter sounds</p> <p>Read RWI sound books</p> <p><b>Tricky red words: the, l, to</b></p>	<p>RWI Set 1 sounds- special friends ch, sh, th, ng, nk,</p> <p>RWI Set 2 sounds- special friends ay, ee, igh, ow, oo, oo, ar, or, air, ir, ou, oy</p> <p><b>Tricky red words: no, of, my, he</b></p>	<p>Consolidate Set 1 sounds Read &amp; spell CVCC &amp; CCVC words using set 1 sounds, including special friends</p> <p>Read RWI red books</p> <p><b>Tricky red words: you, your, said, be, are</b></p>	<p>Teach set 2 special friends: Read &amp; spell words with adjacent consonants (CVCC, CCVC words)</p> <p>Read RWI green books</p> <p><b>Tricky red words: go, baby, she, we, me</b></p>	<p>Consolidation of Set 2 sounds &amp; CVCC/CCVC words.</p> <p>Read RWI purple books</p> <p><b>Consolidation of previously taught red tricky words</b></p>
<p><b>Handwriting</b></p> <p>Sessions delivered twice a week.</p>	<p><b>Handwriting:</b> Motor skills; dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing.</p>	<p><b>Handwriting:</b> Motor skills; dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing Around letters: c,o,a,d,g,q,l,i t, f</p>	<p><b>Handwriting:</b> Motor skills; dough disco, Funky Fingers, Cosmic Yoga, Go Noodle and name writing Down letters: b p k h i j m n r u y</p>	<p><b>Handwriting:</b> Curly letters: e,s Zig Zag letters: v,w,z,x</p>	<p><b>Handwriting:</b> Capital letters: A,B,C,D,E,F,G,H,I J,K,L,M</p> <p>Numbers: 1,4,5,7,0</p>	<p><b>Handwriting:</b> Capital letters: N,O,P,Q,R,S,T,U,V,W,X,Y,Z</p> <p>Numbers: 2,3,6,8,9</p>
<p><b>Suggested stories</b></p>	<p>Dear Zoo Mr Wiggle and Mr Waggle Rainbow Fish Elmer Colour Monster The Bear Hunt Room on the Broom</p>	<p>The Nativity Story Percy the Park Keeper The Diwali story Pig in the Pond Brown Bear. Brown Bear What Do You See? Dear Santa</p>	<p>Mog and the Vee Ee Tee No Dragons for Tea Series- People Who Help Us (Askew &amp; Crowson) Postman Pat series Fireman Sam series Non -Fiction People who Help books</p>	<p>The Train Ride Get off Our Train <b>Mr Gumpy's Outing</b> Mrs Armitage on Wheels Lost and found Duck in the Truck</p>	<p>The Hungry Caterpillar <b>Jasper's Beanstalk</b> The Little Red Hen The Ugly Duckling Non Fiction books about animal life cycles e.g Frogs, chicks, butterflies, humans</p>	<p><b>Daffy's Lucky Escape</b> <b>Monsters Don't Eat Broccoli</b> <b>Handa's Surprise</b> Oi Get Off the Train Non-fiction healthy living books Non-fiction books about environmental issues such as recycling &amp; pollution</p>



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<b>Educational programme for Mathematics:</b> 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, <i>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.</i> <b>EYFS Statutory Framework 2021</b>									
<b>Maths</b>	To include a rigorous Maths programme delivered daily.	<b>Power Maths</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>	
		NCETM	<ul style="list-style-type: none"> <li>• Unit 1: Numbers to 5</li> <li>• Unit 2: Comparing groups within 5</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 3: 2D &amp; 3D shape</li> <li>• Unit 4: Change within 5</li> <li>• Unit 5: Number bonds within 5</li> <li>• Unit 6: Space (directional and positional vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 7: Numbers to 10</li> <li>• Unit 8: Comparing numbers to 10</li> <li>• Unit 9: Addition to 10</li> <li>• Unit 10: Measure- height, length and weight</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 11: Number bonds to 10</li> <li>• Unit 12: Subtraction</li> <li>• Unit 13: Exploring patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 14: Counting on and counting back</li> <li>• Unit 15: Numbers to 20</li> <li>• Unit 16: Numerical patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 17: Composing &amp; decomposing shapes</li> <li>• Unit 18: Measure- volume &amp; capacity</li> <li>• Unit 19: Sorting- comparing quantities</li> <li>• Unit 20: Time</li> </ul>	
			<ul style="list-style-type: none"> <li>•Subitising •Cardinality, Ordinality and Counting •Composition</li> </ul>						



Understanding the world	<b>Educational programme for Understanding the World:</b> Understanding the world involves guiding children to make <i>sense of their physical world and their community</i> . <i>The frequency and range of children's personal experiences increases their</i> 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. <i>Enriching and widening children's vocabulary will support later reading comprehension.</i> <b>EYFS Statutory Framework 2021</b>						
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special to members of their community.					
	Past & Present	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past.</li> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>					
		<ul style="list-style-type: none"> <li>Fabulous Me</li> <li>My Family</li> </ul>	<ul style="list-style-type: none"> <li>Celebration stories- The Diwali Story</li> <li>The Nativity story</li> <li>Comparing fire engines from the past and fire engines today</li> <li>Finding out about Florence Nightingale</li> </ul>	<ul style="list-style-type: none"> <li>Comparing vehicles from the past and present e.g. Trains</li> </ul>			
		<ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Understand that some places are special to members of their community:</li> <li>Comment on images of familiar situations in the past:</li> <li>Compare and contrast characters from stories, including figures from the past:</li> <li>Talk about members of their immediate family and community.</li> </ul>					
	People, Culture & Communities	<ul style="list-style-type: none"> <li>Places of worship- Which places are special and why?</li> <li>Religious stories- Which stories are special and why?</li> </ul>					
		<ul style="list-style-type: none"> <li>Being special</li> <li>Where do we belong?</li> </ul>	<ul style="list-style-type: none"> <li>The importance of the Nativity</li> <li>Why do Christians perform Nativity plays at Christmas?</li> </ul>	Why is the word God special?	<ul style="list-style-type: none"> <li>Creating an Easter garden</li> <li>Why do Christians put a cross in the Easter garden?</li> </ul>		
		<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in India</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Draw information from a simple map.</li> </ul>					



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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Understanding the World	The Natural World (Developing Experts)	<ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live</li> </ul>						
		Forest School						•
		<ul style="list-style-type: none"> <li>Seasonal changes Autumn</li> </ul>		<ul style="list-style-type: none"> <li>Seasonal changes winter</li> </ul>	<ul style="list-style-type: none"> <li>Seasonal changes spring</li> </ul>		<ul style="list-style-type: none"> <li>Seasonal changes summer</li> </ul>	
	<ul style="list-style-type: none"> <li>Our senses</li> <li>Our body</li> </ul>	<ul style="list-style-type: none"> <li>Describe why the air moves</li> <li>Know about materials which act as a mirror</li> </ul>	<ul style="list-style-type: none"> <li>Learn about rain, ice and water</li> <li>Know about snow and melting</li> </ul>	<ul style="list-style-type: none"> <li>Know which things sink or float</li> <li>Know all about different types of transport</li> </ul>	<ul style="list-style-type: none"> <li>Learn about insects and invertebrates</li> <li>Learn about chickens and eggs</li> <li>Plants</li> </ul>	<ul style="list-style-type: none"> <li>Learn about your diet and how to stay healthy</li> <li>Learn about fruit</li> <li>Learn about vegetables</li> </ul>		
Barefoot computing	Busy bodies		<ul style="list-style-type: none"> <li>Winter Warmers</li> </ul>	<ul style="list-style-type: none"> <li>Springtime</li> </ul>		<ul style="list-style-type: none"> <li>Summer fun</li> </ul>		

Educational programme for Expressive Arts and Design: <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. EYFS Statutory Framework 2021</i>							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive Arts and Design		<ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Develop storylines in their pretend play</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					
	Music	Using the inter-related dimensions of music - • Pitch • Tempo • Dynamics					
	Art & Design (Kapow)	Drawing- Marvellous marks	Painting & mixed media Paint my world - collaborative firework picture Seasonal crafts- Kapow-salt dough decorations	Winter crafts- threaded snowflakes		Media & Materials Simple 3D sculptures using dough/clay Drawing & Painting Adding details to observational drawings (Flowers, shells, stones)	
	Design & Technology (Kapow)	Hibernation boxes	Sliding mechanisms	Junk modelling	Structures- Boats		Food- Rainbow salad





## Reception Long Term Plan 2023-2024

<b>Suggested Role Play</b> (inside and outside)	<b>Inside:</b> Home Corner, with different rooms represented. (E.g kitchen, lounge, child's bedroom) <b>Outside:</b> Picnic area/ flower Shop/ Explorer den	<b>Inside:</b> High street- veg shop, party shop, chip shop <b>Outside:</b> Garage	<b>Inside:</b> Home corner & school <b>Outside:</b> Garden centre	<b>Inside:</b> Home corner & doctor's surgery <b>Outside:</b> Bus station	<b>Inside:</b> Shoe shop <b>Outside:</b> Outdoor cinema	<b>Inside:</b> Opticians <b>Outside:</b> The beach
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	Autumn	Spring	Summer
<b>British Values</b>	<p><b>Democracy</b> – We can work as a group to make decisions</p> <ul style="list-style-type: none"> <li>• Collaboration, turn taking and sharing</li> <li>• Voting as a class on activities, themes, choice of snack, role play area, class rules</li> <li>• Helping children understand their role in the wider community of the class</li> <li>• Promoting an atmosphere of caring for others and valuing each other's views and successes</li> </ul>	<p><b>The rule of law</b>- We know why we have rules and we can follow them</p> <ul style="list-style-type: none"> <li>• Atmosphere of choice in classroom.</li> <li>• Helping children understand their actions have consequences.</li> <li>• Making links with people who help us in the community e.g. Police</li> <li>• Stories about making the right choice</li> <li>• Helping children make the right choice and understand right from wrong.</li> </ul> <p><b>Individual liberty</b> - We know that everyone should be allowed to make their own choices and understand that our choices will affect other people.</p> <ul style="list-style-type: none"> <li>• Celebration of individual achievements</li> <li>• Teaching self-worth and taking pride in ourselves</li> <li>• Allowing children to take charge of their own learning through child-initiated play</li> </ul>	<p><b>Mutual respect and tolerance of those with different faiths and beliefs</b>-We know that everyone has different ideas, faiths and beliefs and it is important that we respect this.</p> <ul style="list-style-type: none"> <li>• Using children's interests and experiences to learn about different cultures</li> <li>• Learning about calendar events such as Chinese New Year, Diwali, Eid, Christmas.</li> <li>• Whole school cultural events- Diversity Day</li> <li>• Sharing stories from different cultures</li> <li>• Promoting the ethos of freely sharing opinions</li> </ul>