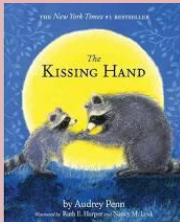

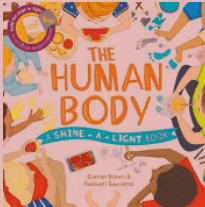
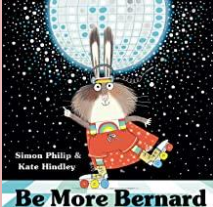
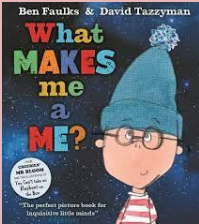


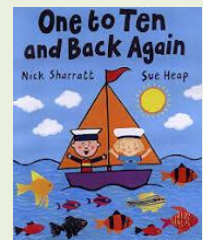
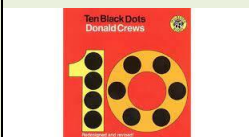
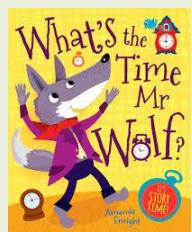



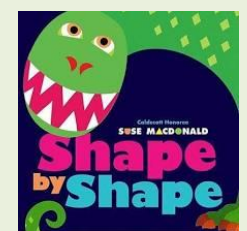

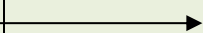



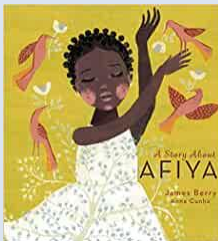
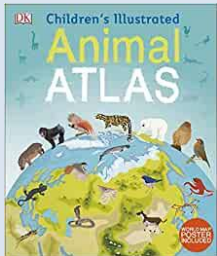
Year group: Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Communication and Language</p> <p>This area of learning runs through every aspect of the curriculum.</p>	<p>Listening and Attention</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear 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 clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>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 full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 					
Focus Texts	 	 	 	 	 	 

Personal, Social and Emotional Development	Rules, routines, boundaries and expectations will be a focus for the children during their time in the Early Years. These will be reinforced continually and built upon. Children will also be supported to build relationships, manage themselves and regulate their own feelings and behaviour. The schools values of Wisdom, Independence, Creativity and Kindness will be encouraged and promoted through a wide range of activities.					
	Moving on and settling in. Learning new routines Getting to know one another and making friends. Separating from their carer/parent. Understanding keeping safe in school- COVID 19, washing hands regularly, social distancing etc. 	Adapting to changes in routine, Building confidence to explore. Discuss feelings and needs of others Promoting kindness and working together as a team 	Building on the skills needed to play with other children, Working as a team to begin to solve problems. Extending play ideas with others and initiating play with others. Healthy Eating/looking after or bodies and the importance of food and exercise on the body.   	Getting ready to move on. How have we changed? What can we do now that we couldn't do at the beginning of the year? Talk about favourite moments and what we are looking forward to as we grow and move on.		
Physical Development	Children will be supported to develop both fine and gross motor skills. These will be promoted through continuous provision and purposeful activities- including the use of the climbing equipment in the reception playground and balance bikes. Indoor provision will include busy fingers activities which will be regularly changed and activities that promote pencil and scissor control					
	Body Management Speed Agility Travel (Unit 1)	Body Management Speed Agility Travel (Unit 2)	Gymnastics Dance (Unit 1)	Gymnastics Dance (Unit 2)	Manipulation and Coordination Cooperate and solve problems (Unit 2)	Manipulation and Coordination Cooperate and solve problems (Unit 2)

Long Term Planning 2021: Reception-Otters Class

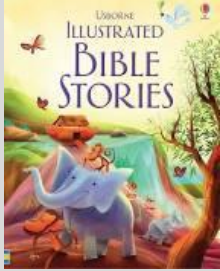
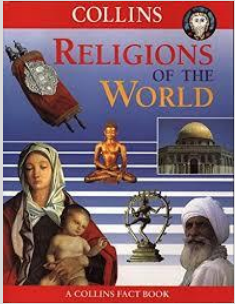
Literacy	<p>Children's enjoyment and understanding of stories will be promoted through quality texts.</p> <p>Children will be encouraged to give meaning to marks they make through mark-making activities with pens, pencils, chalks, sand, paintbrushes etc in independent play.</p> <p>Children will be taught Phonics on a daily basis, following the Rising Stars phonics programme. Through the teaching of phonics children will be taught to form the letters correctly, including capital letters.</p> <p>Alongside the phonics the children will be taught to read and write tricky words.</p>					
	<p>Rhyme/ alliteration Oral blending and segmenting</p> <p>Oral retelling of stories</p> <p>Reading and writing CVC words</p> <p><u>Phonics</u> s,a,t,l,p,n,m,d,g,o,c,k</p>	<p>Giving meaning to marks and adding labels</p> <p>Reading and writing CVC words</p> <p><u>Phonics</u> – ck, e,u,r,h,b,f,l,ll,ss</p> <p>Double consonant letters and two syllable words</p>	<p>Beginning to read and write words and simple sentences</p> <p>Continue to practice and apply phonics into reading and writing</p> <p><u>Phonics</u> – j, v,w,x,y,z,qu</p>	<p>Read and write words and form sentences</p> <p><u>Phonics</u> – Ch, sh, th, ng, ai,ee,igh,oa,short and long oo</p>	<p>Apply sound knowledge with accuracy to write short sentences using capital letter and full stop</p> <p><u>Phonics</u> – ar,or,ur,ou,oi,ear,air,ure,er</p>	<p>Apply connective in writing to extend sentence length</p> <p><u>Phonics</u> – wh,ph,ay,a-e, e-e,ie,ea</p>

Mathematics	<p>Children will become familiar with a variety of equipment including Numicon, Number blocks and Rekenreks to help them develop their number knowledge up to 20. We will support them to understand what it is worth? What it looks like? Where it sits on the number line? How we can make it and What comes before/after it? They will learn to recognise numbers in the environment and explore and represent patterns.</p> <p>They will also Identify ways in which we use technology with number, e.g. calculators, tills, scanners in shops etc.</p> <p>They will use technology such as Beebots to learn simple programing skills.</p>					
	<p>Subitising, Counting, cardinality and ordinality, composition and comparison.</p> <p>Numbers to 5</p> <p>Measuring with non-standard objects.</p> <p>Explore length and weight, capacity</p> <p>Exploring patterns</p>  	<p>Numbers to 10</p> <p>2d shape names and their properties.</p> 	<p>Consolidate numbers to 10 and begin to extend to 20</p> <p>Introduce time – through vocabulary (first, next, then, last) and sequencing of events</p>  	<p>Exploring patterns of numbers, linking o doubles, sharing, odds, evens</p> <p>Recall of number bonds to 5 and then 10.</p>  	<p>Continue with developing confidence and understanding of numbers to 10 and 20.</p> <p>Investigating 3D shapes</p> <p>Select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>  	 
Understanding the World	<p>Children will learn about their physical world and their community. They will learn about the past and present. They will also learn about the similarities and differences between different communities and countries. Through discussion and observations on Welly Walks and Forest School they will explore the Natural World. Describing what they see, hear and feel whilst outside.</p>					

	<p>Special times and events</p> <p>Family customs and traditions at home Where do we all live?</p> <p>How are we all different?</p> <p>Where are we? What is around me?</p> <p>Start the Otters timeline</p> 	<p>Forest School – respecting and taking care of the Natural World.</p> <p>Autumn/ Winter changes</p> <p>Bonfire Night</p>  <p>The Story of the Nativity</p> 	<p>Mapping our school and our Welly Walks</p> <p>Signs of Spring – new growth and life.</p> <p>Grandparent Day – asking questions about our Grandparents' lives when they were young.</p> <p>What has changed? What is the same?</p> 	<p>Explain some similarities and differences between life in this country and life in other countries - Afiya Text.</p>  <p>Know some similarities and differences between different religious and cultural communities in this country</p> 	<p>How to stay healthy and look after our bodies.</p>  <p>Seasonal Changes</p> 	<p>Complete the Otters timeline</p> <p>Special Memories</p> <p>Transition to 1 past, present and future.</p> <p>Exploring the Natural World</p> 
<p>Expressive Arts and Design</p>	<p>Children will use and refine a variety of artistic effects to express their ideas and feelings. They will return to and build on their previous learning, refining ideas and developing their ability to represent them. They will also create collaboratively, share ideas, resources and skills.</p> <p>During the Early Years Foundation Stage children will learn to:</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. 					

	<ul style="list-style-type: none">• use what they have learnt about media and materials in original ways, thinking about uses and purposes.• represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p>Children will have access to a creative area where they can draw, paint and make pictures and models independently and through adult led activities. Children will participate in class assemblies, productions and Whole school display projects.</p> <p>Role play areas will be changed according to children's interests and suggestions. Children are encouraged to help set up these areas.</p>
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	<p>Selecting and using colour appropriately and for a purpose</p> <p>Portraits</p> <p>Role play with other children</p> <p>Harvest Festival Performance</p> <p>Learning new songs via Music Express</p> <p>Songs and nursery rhymes</p> 	<p>Nativity Performance</p> <p>Textiles</p> <p>Modelling</p> <p>Songs and nursery rhymes</p> <p>Perform songs, rhymes, poems and stories with others</p>	<p>Painting</p> <p>Making story props</p> <p>Drama</p> <p>Songs and nursery rhymes</p>	<p>Drama performance for class assembly</p> <p>Dance</p> <p>Songs and nursery rhymes</p>	<p>Life drawings</p> <p>Experimenting with colour</p> <p>Songs and nursery rhymes</p> <p>Making art using natural resources</p>	<p>Building models</p> <p>Creating representations of objects</p> <p>Songs and nursery rhymes</p> <p>Perform songs, rhymes, poems and stories with others</p>
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Religious Education	<p>Children in EYFS will begin to understand some of the main beliefs and practices of Christianity. They will be introduced to the concepts of Creation, Incarnation and Salvation. Using stories, drama, art and music and using teacher-led activities and ideas for continuous provision children will be encouraged to talk about things Christian children learn or do. They will also explore other religious faiths discussing the similarities and differences between them.</p>		
	<p>Domestic Church- Family Harvest Festival</p> <p>Why is the word God so important to Christians?</p> <p>Why do Christians perform Nativity plays at Christmas?</p> <p>Other Faiths- Diwali (festival of light), Hanukah</p>	<p>Celebrating (Community) How can we help others when they need it?</p> <p>Why do Christians put a cross in the Easter garden?</p> <p>Gathering (Relating) Growing (Lent/ Easter, Giving)</p> <p>Other Faiths : Chinese New year, Holi</p>	<p>What makes every single person unique and precious?</p> <p>What places are special?</p> <p>Caring for our wonderful world</p> <div data-bbox="1541 683 1760 954">  </div> <div data-bbox="1796 639 2029 943">  </div>