

Christ Church School - Reception - Long Term Plan

Overarching principles

Four guiding principles shape practice in the early years setting.

Unique Child • every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured.

Positive Relationships • children learn to be strong and independent through positive relationships.

Enabling Environments • children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

Learning and developing • children develop and learn in different and at different rates.

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play, develop a larger store of information and experiences to draw on which positively supports their learning.

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

EYFS Values and Vision

	Autumn	Spring	Summer
Assessment opportunities	Baseline data on entry National Baseline data by end of term Wellcomm assessment Ongoing assessment Internal moderations Parents Evening End of Term assessment	Ongoing assessment Parents Evening Internal moderations End of Term assessment	Ongoing assessment EYFS Cluster moderation Pupil Progress meetings Internal moderations End of Year Assessment – EYFS Profile
Parental Involvement	Welcome Service Parents Evening Harvest Festival Christmas Nativity Production Moments From Home Tapestry	Parents Evening Join Me Learn Class Assembly Dance Wellbeing Festival Moments From Home Tapestry	Sports Day School Reports Class Assembly Join Me Learn Moments From Home Tapestry
Enrichment Opportunities	Christmas Party Children in Need Remembrance Day Road Safety Visit Anti-Bullying Week Visit to the Library Pantomime Visit	Internet Safety Day Mother's Day Pancake Day Science Week	School Trip – Mill Green Flour Mill School BBQ Father's Day

<u>Possible Topics</u>		Autumn 1		Autumn 2	
Starting School, All about me, Harvest, Nursery Rhymes, People who help us, Road Safety, Fire Safety, Guy Fawkes Night, Diwali, Christmas					
Communication and Language	Whole EYFS Focus C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W, EYFS productions, assemblies and weekly interventions.	Welcome to Reception Welcomm Assessment Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? 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?"		Stories 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 high quality vocabulary.	
	Whole EYFS Focus PSE is developed throughout the year through high quality interactions, focussed teaching daily discussions, building constructive and respectful relationships, expressing and exploring emotions.	Jigsaw - Being Me in My World -Help others to feel welcome -Try to make our class and community a better place -Think about everyone's right to learn -Care about other people's feelings -Work well with others Choose to follow the Learning Charter		Jigsaw - Celebrating Difference -Accept that everyone is different -Include others when working and playing -Know how to help if someone is being bullied -Try to solve problems -Try to use kind words -Know how to give and receive compliments	
Physical Development		Gross Motor Get Set 4 PE - Introduction to PE - Unit 2 -To move around safely in a space. -To follow instructions and stop safely. -To stop safely and develop control when using equipment. -To follow instructions and play safely as a group. -To follow a path and take turns. -To work co-operatively with a partner.	Fine Motor Threading, cutting, weaving, Playdough. Daily Fine Motor activities. Manipulate objects with good fine motor skill Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Begin to develop pencil grip	Gross Motor Get Set 4 PE – Gymnastics – Unit 2 -To create short sequences using shapes, balances and travelling actions. -To develop balancing and safely using apparatus. -To develop jumping and landing safely from a height. -To develop rocking and rolling. -To explore travelling around, over and through apparatus. -To create short sequences linking actions together and including apparatus.	Fine Motor Threading, cutting, weaving, Playdough. Daily Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to 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.

Literacy	3 weeks assessment Week 4 rhyme Week s a t p	Phonics – Phase 1 Revision - Aspect 1: Environmental sounds - Aspect 2: Instrumental sounds - Aspect 3 :Body Percussion - Aspect 4: Rhythm and rhyme - Aspect 5: Alliteration - Aspect 6: Voice Sounds - Aspect 7: Oral blending and segmenting		Poetry – Rhyme Nursery Rhymes - Humpty Dumpty - Little Miss Muffet / Incy Wincy Spider - Jack and Jill - Pat a Cake - Grand Old Duke of York - Five Currant Buns		Phonics – Phase 2 - 1: s, a, t, p - 2: i, n, m, d - 3: g, o, c, k - 4: ck, e, u, r - 5: h, b, f, ff, l, ll - 6 Revision and Consolidation		Non-Fiction – Labels and Captions -Harvest -Guy Fawkes and the Gunpowder Plot -Diwali -Road Safety -Fire Safety -Christmas	
Mathematics	Whole school Focus Maths Mastery Approach White Rose Our EYFS Ethos is embedded in the characteristics of effective learning and seeks to support children's development through high quality environments and meaningful interactions.	Getting to Know You -Baseline Assessments and Settling in		Just Like Me! <u>Number</u> - Match and Sort - Compare Amounts <u>Measures, Shape and Spatial Thinking</u> - Compare Size, Mass and Capacity - Exploring Pattern		It's Just Like Me <u>Number</u> - Representing 1,2 and 3 - Comparing 1, 2 and 3 - Composition of 1,2 and 3 <u>Measures, Shape and Spatial Thinking</u> - Circles and Triangles - Positional Language		Light and Dark <u>Number</u> - Representing Numbers to 5 - One More and One Less <u>Measures, Shape and Spatial Thinking</u> - Shapes with 4 sides - Time	
Understanding of the World		The Natural World - All About me, our bodies families, me as a baby, changes and growth overtime - Floating and Sinking - Minibeasts – Spiders - Cooking	Past and Present - Family Tree - How have I changed since I was a baby? (Historical Association) • Comment on images of familiar situations in the past.	People, Culture and Communities - Special stories. Why? - Name and describe people who are familiar to me. - Prayer - Harvest Festival - Diwali	The Natural World - Where our food comes from (Harvest) - Healthy eating	Past and Present - Guy Fawkes and the Gunpowder Plot - Compare and contrast characters from stories, including figures from the past. - Old Toys/Lanterns and Quills - Remembrance Day - Talk about the lives of the people around them and their roles in society.	People, Culture and Communities - Special People. Why? - Talk about members of their immediate family and community. - Advent • Recognise that people have different beliefs and celebrate special times in different ways - Diwali - Christmas - St Andrew's Day – Scotland		
Expressive Arts and Design		Being Imaginative and Expressive MUSIC - Charanga – Me! - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments - Share and perform the learning that has taken place		Creating with Materials Self-portraits - Colour mixing Model making - Construction Drawing – My family and Me Looking at work from various artists		Being Imaginative and Expressive MUSIC - Charanga – My Stories - Listening and responding to different styles of music - Embedding foundations of the interrelated dimensions of music - Learning to sing or sing along with nursery rhymes and action songs - Improvising leading to playing classroom instruments -Share and perform the learning that has taken place		Creating with Materials Fireworks process art Christingle Diva lamps - clay Christmas cards and decorations Painting – still life food items Printing – apple print poppies Glass work – tealight lanterns Looking at work from various artists	