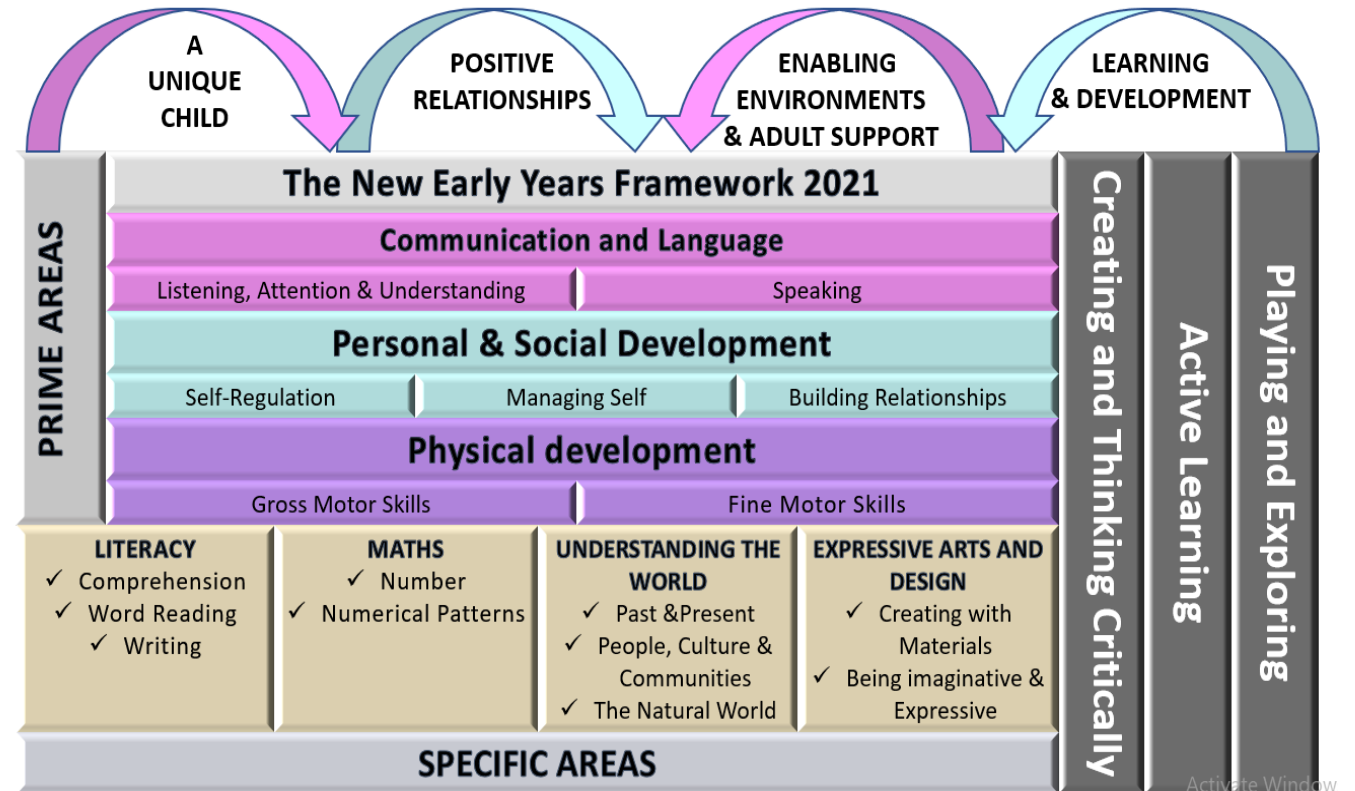








Reception Long Term Plan 2021-2022


We are passionate that our children receive the very best start to their school life. Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and want our children to make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the 'whole child'. We want children to enter KS1 as happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey.



RECEPTION LONG TERM PLAN 2021-2022

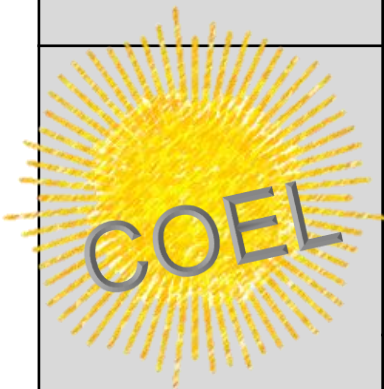
| | AUTUMN 1+  | AUTUMN 2  | SPRING 1  | SPRING 2  | SUMMER 1  | SUMMER 2  |
|---|--|---|--|---|--|---|
| <p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p> | <p>MY WORLD AND ME</p> <p>Starting school / New Beginnings / Autumn, different types of weather/ Family/relationships/feelings What am I good at? My house/ My School My Pets Our Community Healthy Food Little Red Hen – Harvest</p> | <p>CELEBRATIONS</p> <p>Birthdays Special events/ Weddings/ Infant Baptism/Aqiqah Bonfire night celebrations The History of our school – 250 years! The Nativity Christmas Lists Letters to Father Christmas Diwali</p> | <p>PEOPLE WHO HELP US</p> <p>Winter, Animals in winter, Chinese New Year Careers, Caring for people, fireman, police, nurses, doctors, heroes, Buildings and builders. Where do we live in the UK ? Links to London</p> | <p>ADVENTURE</p> <p>Space, Night time adventures Pirates Spring/ Frogs, lambs Easter Linked to historical figures? Adventurers and explorers Senses</p> | <p>GROWING</p> <p>Plants and flowers Planting beans/seeds Healthy food choices Living things Life cycles - butterflies Gardening Our local history Farm animals</p> | <p>THE GREAT OUTDOORS RAINFOREST</p> <p>Where in the world shall we go? / world? Send me a postcard! Minibeasts (insects) Sun safety. Reduce, Reuse & Recycle Caring for the world.</p> |
| <p>SONGS AND RHYMES</p> | <p>If you are happy and you know it. Head shoulders knees and toes Scarecrow, scarecrow turn around Cauliflowers Fluffy When Goldilocks went to the house of the bears. Five little ducks went swimming one day One two tree four five once I caught a fish alive. A wiggle Waggly Worm Apple, plum, peach, pear (from growing book) My Aunt came back</p> | <p>Twinkle, twinkle, little star Jungle bells Rudolph the red nosed reindeer When Santa got stuck up the chimney. Birthdays (from growing book) Down by the Bay (Rhyming song).</p> | <p>Five little snow men standing in a line. Johnny works with one hammer Countries in the UK song London Bridge is falling down. The three Little Pigs song (from growing book)</p> | <p>Five little speckled frogs Five little men in a flying saucer. Ten little fingers, ten little toes. Ten in the bed When I was One I sucked my thumb the day I went to sea. I am Pirate What do we do with a drunken sailor? A sailor went to sea, sea, sea... Tadpole(from growing book) Here I am on my little island. The other day I met a bear. The Bear went over the mountain.</p> | <p>There was an old lady who swallowed a fly. The ants go marching One potato two potato Ten fat sausages Old Mac Donald Had a farm There is a worm at the end of the garden. Dingle, dangle scarecrow Grandad loves his garden The sunflower song Daisy Chain (from growing book)</p> | <p>Five currant buns in a bakers shop. Continents in the world song Oceans in the world song. Sitting on the sand happy as can be, what is that bobbing in the sea. 5 little monkeys bouncing on the bed. The Alligator song Charlie Over the Ocean</p> |
| <p>'WOW' MOMENTS / ENRICHMENT</p> | <p>Autumn walk / visit Bridge Mill vet Pets in Making bread</p> | <p>Guy Fawkes / Bonfire Remembrance day Christmas Time Nativity</p> | <p>Making ice experiment Chinese New Year Visit from parents who do different jobs.</p> | <p>Launching rockets Mother's Day World Book Day 3rd March Easter egg hunt Frogspawn in classroom Spring walk</p> | <p>Visit to a farm Tractor to visit. Caterpillars in the classroom Food tasting – different cultures Sunflower growing Planting vegetables</p> | <p>Local park visit Possible Visit to the Eden Project.</p> |

RECEPTION LONG TERM PLAN 2021-2022

| |  AUTUMN 1+ |  AUTUMN 2 |  SPRING 1 |  SPRING 2 |  SUMMER 1 |  SUMMER 2 |
|--------------------|---|--|---|---|---|--|
| | MY WORLD AND ME! | CELEBRATIONS | PEOPLE WHO HELP US | ADVENTURE! | GROWING! | THE GREAT OUTDOORS! RAINFORESTS |
| HIGH QUALITY TEXTS | <p>Shine Little Red Hen Knock, knock open the door The high Street My Brother My family make me laugh Harry and his dinosaurs go to school My Perfect Pet The Great Pet sale Goldilocks and the three bears Hairy McLary Rumpus at the Vets Grandfather and I I don't want to wash my hands. Lunchtime Pass the Jam Jim Don't put your finger in the jelly Nelly</p> <p>Where is my Bear? Dogger</p> | <p>Boa's Bad Birthday The Frog and a very special day. So Much The Tiger who came to Tea The Scarecrow's Wedding This is how we do it Lighting a Lamp (A Divali Story) Eight Candles for counting (A Chanukah story) Stick Man How to catch Santa Snow in the Garden</p> | <p>One Snowy Night Room on the Broom Chinese New Year Dragon Dance Lanterns and Firecrackers Snow penguin What happens when The Three Little Pigs SuperTato Snow bears Zog A squash and a squeeze This is the house that jack built Mama Panja's Pancakes Katie in London</p> | <p>Whatever Next! How to catch a star! Aliens' love underpants Zoom, Rocket, Zoom Here come the aliens The Bear and the Starry Night Piece at last Brown Bear Brown bear what do you see? What I like poetry Day monkey/Night Monkey The owl who was afraid of the dark Owl Babies Little People Big Dreams A home for a Pirate The Night Pirates Skullabones Island Five Minutes to Bed Use your imagination Easter Oi Frog The Tadpoles Promise Laura's wish</p> | <p>The Billy Goats Gruff What the Ladybird Heard Rosie's Walk Handa's Hen Jack and the Beanstalk Jasper's bean The enormous turnip Titch Bonkers about Beetroot Oceans Oliver's Vegetables Usborn Farmyard tales Russell the sheet Snail trail Caterpillar to butterfly The hungry caterpillar Yucky worms Monkey Puzzle Mad about minibeasts</p> | <p>Alba the 100 year old fish Somebody Swallowed Stanley There's a shark in the park Out there somewhere Augustus and his smile I don't like snakes. My world your world George saves the world by lunch time Michael Recycle Dear Zoo! The Selfish Crocodile My World and Me. After the storm and other Percy the park keeper stories. Ruby Nettleship and the Ice Lolly Adventure What if? Guess what I am Rumble in the jungle Giraffes can't dance</p> |

RECEPTION LONG TERM PLAN 2021-2022

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----------------|-----------------|--------------|--------------------|-----------|----------|----------------------------------|
| GENERAL THEMES | MY WORLD AND ME | CELEBRATIONS | PEOPLE WHO HELP US | ADVENTURE | GROWING | THE GREAT OUTDOORS RAINFOREST |



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.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

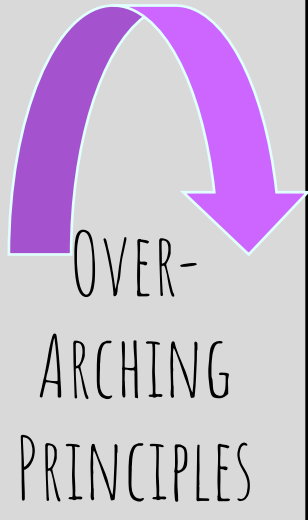
Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.




Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

PLAY: At Milton Abbot , we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of 'Learning through play'. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.



RECEPTION LONG TERM PLAN 2021-2022

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--------------------------|--|---|---|--|---|---|
| GENERAL THEMES | MY WORLD AND ME | CELEBRATIONS | PEOPLE WHO HELP US | ADVENTURE | GROWING | THE GREAT OUTDOORS RAINFOREST |
| GLOBAL GOALS |  | |  | |  | |
| ASSESSMENT OPPORTUNITIES | In-house - Baseline data on entry National Baseline data Phonics assessments | Ongoing assessments Pupil progress meetings Parents Consultations End of term Assessments Phonics assessments | Ongoing assessments Phonics assessments | Pupil progress meetings Parents Consultations End of term Assessments Phonics assessments Moderation | Cluster moderation EYFS team meetings | Pupil progress meetings Reports Phonics assessments |
| PARENTAL INVOLVEMENT | Dojo involvement Tapestry Harvest Festival Open mornings | Dojo involvement Tapestry Nativity Parents Consultations | Dojo involvement Tapestry | Dojo involvement Tapestry Parents Consultations Easter Egg Hunt Easter Service | Dojo involvement Tapestry | Dojo involvement Tapestry Sports Day Parents Consultations |

DIVERSITY TEXTS TO BE READ THROUGHOUT THE YEAR DURING STORY TIME SESSIONS

| BAME MAIN CHARACTERS | CULTURAL DIVERSITY | NEURODIVERSITY | PHYSICAL DISABILITIES | DIFFERENT FAMILIES |
|---|---|---|---|--|
| <p>So much Astro Girl Mommy saying Full, full, full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books</p> | <p>The big book of families Maisie's scrapbook The Golden domes and silver lanterns</p> | <p>We're all wonders Perfectly Norman Incredible you I see things differently What makes me a me?</p> | <p>When Charlie met Emma Mila gets her super ears</p> | <p>My pirate mums Peal Power and the girl with two dads We are family More people to love me Our class is a family Heather has two mummies</p> |



RECEPTION LONG TERM PLAN 2021-2022

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|---|--|--|---|--|--|
| GENERAL THEMES | MY WORLD AND ME | CELEBRATIONS | PEOPLE WHO HELP US | ADVENTURE | GROWING | THE GREAT OUTDOORS RAINFORESTS |
| COMMUNICATION AND LANGUAGE <small>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</small> | <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> | | | | | |
| 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 actions. DAILY STORY TIME USING HIGH QUALITY TEXTS | <p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Showing an understanding of preposition. Develop vocabulary: Introducing new vocabulary each day. new vocabulary Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”) Learn rhymes, poems and songs. – Introducing rhyming bags. Listening and responding to stories. Joining in with repeating phrases. Model using the language of negotiation – May I? Would it be alright ? I like... I dislike...</p> | <p>Tell me a story! Talk about family routines and special occasions. Introducing new vocabulary each day. Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Talk about the patterns of the text. Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary. Learn rhymes, poems and songs. - Making mistakes and missing out words. Puppet and resource or the children to make up stories. I have noticed...</p> | <p>Tell me why! Introducing new vocabulary each day. Ask’s how and why questions... Retell a story with story language Remember key points from a story Joining in with repeating phrases. Story invention – talk it! Using story books to focus on predictions and explanations. Speculate what might happen if... Ask questions to find out more and to check they understand what has been said to them. I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Puppet and resource or the children to make up stories. Because....</p> | <p>Explain to me! Introducing new vocabulary each day. Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories: talk for writing I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more Talk about how they will accomplish a task. Using the language – “I think that...” I agree... I disagree... In my opinion... Making up nonsense rhymes..</p> | <p>Can you recount an event? Introducing new vocabulary each day. I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: farm trip, frog life cycle Adult adding words to what the children say. Encourage children to use the language “first, last, next, before, after, “</p> | <p>Tell me about differences? Introducing new vocabulary each day. I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now I can talk about the experiences I have had at different points in the school year (end of year to pass onto new cohort)</p> |



RECEPTION LONG TERM PLAN 2021-2022

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|---|---|--|---|---|--|
| GENERAL THEMES | MY WORLD AND ME | CELEBRATIONS | PEOPLE WHO HELP US | ADVENTURE! | GROWING! | THE GREAT OUTDOORS RAINFORESTS |
| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | 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 . | | | | | |
| MANAGING SELF SELF REGULATION MAKING RELATIONSHIPS | <p><u>SCARF – Family and Friendships</u> Who are our special people? Our special people balloons Same or different? Surprises and secrets Good or bad touches?</p> <p><u>SCARF: Safe Relationships</u> Who can help? Harold has a bad day It's not fair! Why we have class rules Harold's school rules See themselves as values individuals. Handwashing Class rules: Behavioural expectations in the class/boundaries set Class rules</p> | <p><u>Respecting Ourselves and Others</u> Good friends Keeping privates private Unkind, tease or bully?</p> <p>Talking about feeling</p> <p>"It looks like you are cross that. "Modelling own feelings "I am feeling a bit cross so I am going to calm down by..." Ask the children how they might make people feel better when they are sad or cross.</p> | <p><u>SCARF: Belonging to a Community</u> Taking care of something Around and about school How are you listening Pass on the praise!</p> <p>Show resilience and Perseverance in the face of challenge.</p> <p><i>Being independent.</i></p> | <p><u>Media Literacy and Digital Resilience</u> <i>Sharing pictures</i> <u>SCARF: Money and Work</u> Harold's Money How should we look after our money?</p> <p>SMART rules</p> <p>Talk about the perspectives of others</p> | <p><u>SCARF: Physical Health and Mental Wellbeing</u> Eat well Harold's wash and brush up Catch it! Bin it! Kill it! I can eat a rainbow Super sleep Healthy me Inside my wonderful body!</p> <p>Healthy Eating, sleeping, exercise, oral hygiene.</p> | <p><u>Growing and Changing</u> Thinking about feeling Our feelings Feelings and bodies Harold loses Geoffrey Harold learns to ride his bike Then and Now <u>SCARF: Keeping Safe</u> What could Harold do? Taking care of a baby Basic First aid</p> <p>Transition into Year 1 Year 1 readiness</p> |
| <p>Early learning Goals: 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>* Controlling own feelings and behaviours *Applying personalised strategies to return to a state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task *Being able to ignore distractions *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</p> | | | | | | |



RECEPTION LONG TERM PLAN 2021-2022

| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|----------------------|---|--|--|--|---|---|
| GENERAL THEMES | MY WORLD AND ME | CELEBRATIONS | PEOPLE WHO HELP US | ADVENTURE! | GROWING! | THE GREAT OUTDOORS RAINFORESTS |
| PHYSICAL DEVELOPMENT | 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 coordination , 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 | 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 Taking shoes and coats off and putting them on Cutting with Scissors | 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. Cutting with Scissors | 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 / zips Cutting with Scissors | Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip. Forms recognisable letters, most correctly formed Cutting with Scissors | 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 | Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego |
| GROSS MOTOR | Real PE Coordination – Footwork Static Balance – One Leg | Real PE Dynamic Balance to Agility – Jumping and landing Static Balance - Seated | Real PE Dynamic Balance – On the line Static Balance – Stance | Real PE Coordination – Ball Skills Counter Balance With a partner | Real PE Coordination – Sending and Receiving Agility – Reaction/Response | Real PE Agility – Ball Chasing Static Balance – Floor Work Sports day |
| | Healthy food Washing hands Putting on coats independently Putting on shoes independently Caring and using tools safely | Describing changes to the body when they occur when feeling unwell, anxious, tired, angry or sad | Road Safety | Sensible amount of screen time. | Washing hands Healthy Eating, sleeping, exercise, oral hygiene. | Staying Safe in the Sun Describing changes to the body when they occur when feeling unwell, anxious, tired, angry or sad |
| | <p>CONTINUOUS PROVISION; Cooperation games i.e. parachute games, Climbing – outdoor equipment., Help individual children to develop good personal hygiene, . Provide regular reminders about thorough handwashing and toileting. Crates play- climbing, Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</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, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, and sport.</p> <p>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> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> | | | | | |

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES INCLUDING LETTER FORMATION

GROSS MOTOR

DAILY GO NOODLE OPPORTUNITIES

RECEPTION LONG TERM PLAN 2021-2022



| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|---|---|--|--|--|
| GENERAL THEMES | MY WORLD AND ME | CELEBRATIONS | PEOPLE WHO HELP US | ADVENTURE! | GROWING! | THE GREAT OUTDOORS RAINFORESTS |
| LITERACY | <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> | | | | | |
| COMPREHENSION - DEVELOPING A PASSION FOR READING <small>Children will visit the library regularly</small> | <p>I can show a preference for a book, song or rhyme.</p> <p>I can look at and enjoy books independently.</p> <p>I can join in with a repeating phrase.</p> <p>I can begin to understand how stories are structured.</p> | <p>I can talk about events and characters in a story read to me.</p> <p>I can join in with rhymes and stories. I can fill in missing words from well-known rhymes</p> | <p>I can tell my own stories.</p> <p>I can reenact stories in my play.</p> <p>I can show interest and answer simple questions about the text</p> <p>I use words that I know to check my reading makes sense</p> | <p>I can demonstrate understanding when talking about what I have read</p> <p>I can repeat words or phrases to check my reading</p> | <p>I am beginning to notice if my reading makes sense</p> <p>I think about what I already know to help me with my reading</p> <p>I can say rhymes by heart</p> <p>I can sometimes notice errors</p> <p>I know that illustrations can help me make sense of my reading</p> | <p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG)</p> <p>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p> |
| WORD READING <small>Children will be working in different groups for Phonics.</small> | <p>Phonic Sounds: Differentiated groups – Read Write Inc</p> <p>I can handle books correctly and follow print left to right, top to bottom</p> <p>I can locate the title</p> <p>I can segment and blend words orally</p> <p>I show an awareness of rhyme and alliteration.</p> | <p>Phonic Sounds: Differentiated groups – Read Write Inc</p> <p>I can link most sounds to letters</p> <p>I am beginning to blend and segment in order to read vc and cvc words</p> <p>I can hear and say the initial sound in words.</p> <p>I can recognize rhyme in spoken words.</p> | <p>Phonic Sounds: Differentiated groups – Read Write Inc</p> <p>I can locate and recall the title</p> <p>I can read with 1-1 correspondence</p> <p>I can read some common irregular words.</p> <p>I can link all sounds to letters</p> <p>I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p> | <p>Phonic Sounds: Differentiated groups – Read Write Inc</p> <p>I can read and understand simple sentences.</p> <p>I can use phonic knowledge to read and decode regular words</p> <p>I can continue a rhyming string. and identify alliteration.</p> | <p>Phonic Sounds: Differentiated groups – Read Write Inc</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can reread books showing increased accuracy and fluency</p> | <p>Phonic Sounds: Differentiated groups – Read Write Inc</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</p> <p>I can read words consistent with my phonic knowledge by sound blending (ELG)</p> <p>I can reread books showing increased accuracy and fluency</p> |

RECEPTION LONG TERM PLAN 2021-2022



| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|---|--|---|--|---|--|
| GENERAL THEMES | MY WORLD AND ME | CELEBRATIONS | PEOPLE WHO HELP US | ADVENTURE! | GROWING! | THE GREAT OUTDOORS RAINFORESTS |
| WRITING | <p>Texts as a Stimulus: See above list.</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing</p> <p>Shopping lists - writing initial sounds Use initial sounds to label characters / images. Silly soup. Sequencing the story of the Little Red Hen Writing for a purpose in role play.</p> | <p>Texts as a Stimulus: See above list.</p> <p>Writing cards</p> <p>Name writing, labelling, writing lists, talk for writing, story scribing. Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Tricky Red Words</p> | <p>Texts as a Stimulus: See above list.</p> <p>Exciting adjectives 'Wow words' Rhyming words/sentences Instructions Captions Writing recipes, lists.</p> <p>Tricky Red Words</p> | <p>Texts as a Stimulus: See above list.</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions.</p> <p>Tricky Red Words</p> | <p>Texts as a Stimulus: See above list.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Recount – A trip to the farm</p> <p>Tricky Red Words</p> <p>Shows an interest in letters on a keyboard, identifying the initial letter of their name and other familiar words.</p> | <p>Texts as a Stimulus: See above list.</p> <p>Non fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description</p> <p>Tricky Red Words</p> |
| <p>TEXTS USED AS STIMULUS ACROSS THE YEAR</p> <p>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS</p> | | | | | | |

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| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|--|---|---|--|--|--|---|
| GENERAL THEMES | MY WORLD AND ME | CELEBRATIONS | PEOPLE WHO HELP US | ADVENTURE | GROWING! | THE GREAT OUTDOORS! RAINFORESTS |
| MATHS <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i> | <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> | | | | | |
| | Representing and comparing 1,2,3 Composition of 1,2,3 Matching, Sorting, Grouping Comparing amounts The number 4/ The number 5 | Shapes Exploring patterns One more one less size/mass/capacity Night and day (routines/time) | Zero Numbers bonds to 5 Composition of 4 and 5 about 6,7 and 8 9 and 10 Comparing numbers to 10 Addition by combining two sets. | Number bonds to 10 2D shape Halving and Sharing Doubling Subtraction by taking away Numbers to 15 Mass and capacity Length and height | Number bonds to 5 including subtraction facts. Number bonds to 10 including subtraction facts. Numbers to 20. Shape spatial awareness and pattern Doubling | Sharing and grouping Odd and Even Working out addition by counting on Subtraction by counting back. Money Mass and capacity Length and height |

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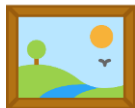


| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|--|--|--|---|---|--|
| GENERAL THEMES | MY WORLD AND ME | LET'S CELEBRATE | PEOPLE WHO HELP US | ADVENTURE | GROWING | THE GREAT OUTDOORS RAINFORESTS |
| COMPUTING | <p>Identify everyday technology: links to technology at home</p> <p>Interact with simulation software</p> <p>SMART RULES: to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>Make marks on a digital device to communicate their ideas - Using a simple draw program.</p> <p>To navigate their way around an iPad and operate several apps confidently</p> <p>To understand the basic functions of an iPad (home button, lock button and volume buttons)</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>To control a programmable toy</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>Using the iPad to take a video or picture.</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>To use a word program to type their names, labels or simple captions.</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> | <p>Can use the internet with adult supervision to find and retrieve information of interest to them</p> <p>To know that digital devices can present information in a variety of ways</p> <p>SMART RULES to tell an adult if they see something on a digital device that upsets them to know not to give out any information about themselves to know that not everything they see on the internet is true</p> |
| <p>Our aim is that children leave Milton Abbot:</p> <ul style="list-style-type: none"> - having had their lessons brought to life through ICT - as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems | | | | | | |



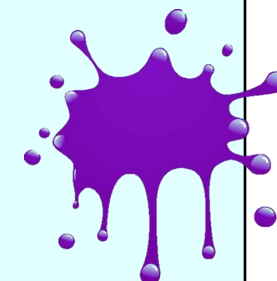
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| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 | |
|--|--|--|---|---|---|---|--------------------|
| GENERAL THEMES | MY WORLD AND ME | CELEBRATIONS | PEOPLE WHO HELP US | ADVENTURE! | GROWING! | THE GREAT OUTDOORS RAINFORESTS | |
| UNDERSTANDING THE WORLD RE / FESTIVALS Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness. At Milton Abbot we follow Devon and Torbay Agreed Syllabus for RE | 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. | | | | | | |
| | Talks about the features of their own immediate environment. – Looking at the school and Bridgerule. Looks closely at similarities, differences, patterns and change in nature - The weather and the seasons. Going on an autumn walk. Creating simple maps of the school and Bridgerule. Shows care and concern for living things and the Environment – Their pets Knows that other children do not always enjoy the same things, and is sensitive to this – Likes and dislikes. Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me Harvest Festival | Knows about similarities and differences in relation to materials. Floating and sinking, Magnetic and non-magnetic Recognises and describes special times or events for family or friends. Enjoys joining in with family customs and routines – Talking about how they celebrate at home. Talks about past and present events in their own life and in the lives of family members – Talking about what it was like when their family members went to school. Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions I can recognise that people have different beliefs and celebrate special times in different ways Bonfire night / Christmas / Weddings/ Baptism/Aqiqah/ Diwali | Looks closely at similarities, differences, patterns and change in nature – taking about winter. Melting ice, Knows about similarities and differences in relation to materials Talks about the features of their own immediate environment and how environments might vary from one another – How is Bridgerule different from London. Shows interest in different occupations and ways of life indoors and outdoors. Celebrate Chinese New year | Looks closely at similarities, differences, patterns and change in nature – taking about spring. Makes observations of animals and plants and explains why some things occur, and talks about Changes Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions – Pirate maps Easter. | Makes observations of animals and plants and explains why some things occur, and talks about Changes – Butterflies Growing plants Farm animals | Talks about the features of their own immediate environment and how environments might vary from one another – How is Bridgerule different from the rain forest? Begin to understand the effect their behaviour can have on the environment – Recycling Talks about past and present events in their own life and in the lives of family members – Talking about what they remember of school this year.. | |
| | WORSHIP TIME DAILY | WORSHIP TIME DAILY | WORSHIP TIME DAILY | WORSHIP TIME DAILY | WORSHIP TIME DAILY | WORSHIP TIME DAILY | WORSHIP TIME DAILY |
| | 1.2 CREATION: Who Made the World? Harvest | What does it mean to belong to a faith community? | 1.1 GOD: What do Christians believe God is Like? | Who is Jewish and how do they live? (PART 1) | Who is Jewish and how do they live? (PART 2) | How should we care for the world and for others, and why does it matter? | |



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


| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|-------------------------------|---|---|---|--|---|---|
| GENERAL THEMES | MY WORLD AND ME | CELEBRATIONS | PEOPLE WHO HELP US | ADVENTURE! | GROWING! | THE GREAT OUTDOORS RAINFORESTS |
| EXPRESSIVE ARTS AND DESIGN | <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> | | | | | |
| | <p>Join in with songs</p> <p>beginning to mix colours</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take pictures of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Play pitch matching games, humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>To do an observational drawing of a pet</p> <p>Drama conventions through literacy</p> <p>Shape – Abstract – Piet Mondrian</p> <p>Seasonal Colours – Oria Kiely</p> | <p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Explores and learns how sounds and movements can be changed</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories</p> <p>Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>Role Play of The Nativity</p> <p>Making a stick man using natural objects</p> <p>Music: Christmas Songs</p> <p>Drama conventions through literacy</p> <p>Feelings: taking photos of children acting out emotions</p> | <p>Explore how colour can be changed</p> <p>Begins to build a collection of songs and dances</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Drama conventions through literacy</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Uses their increasing knowledge and understanding of tools and materials to explore their interests and enquiries and develop their thinking.</p> <p>Rubbings of material.</p> <p>Cityscapes – Ton Schulten</p> | <p>Make different textures; make patterns using different colours</p> <p>Exploring colour in blue tones and printing waves - Hokusai/Monet/Fitz Hugh</p> <p>Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus?</p> <p>Alien pictures./Mother's Day crafts</p> <p>Making rockets</p> <p>Making boats/ pirate hats/ pirate maps</p> <p>Drama conventions through literacy</p> <p>Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to</p> | <p>Collage-farm animals / Making houses. Pastel drawings, Life cycles,</p> <p>Rubbings of leaves/plants</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Painting butterflies</p> <p>I can use various construction materials: making a goat for the Billy Goats Gruff/ different farm animals.</p> <p>Drama conventions through literacy</p> | <p>Colour mixing</p> <p>Exploration of other countries – dressing up in different costumes</p> <p>Making models from recycled materials</p> <p>Drama conventions through literacy</p> <p>Snail Sculptures made of Clay – Paul Finch</p> <p>Exploring line – Bridget Riley</p> <p>Drawing Spirals</p> <p>lollipop trees – Hundert Wasser</p> |





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EARLY LEARNING GOALS – FOR THE END OF THE YEAR – HOLISTIC / BEST FIT JUDGEMENT!

|  COMMUNICATION AND LANGUAGE |  PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT |  PHYSICAL DEVELOPMENT |  LITERACY |  MATHS |  UNDERSTANDING THE WORLD |  EXPRESSIVE ARTS AND DESIGN |
|---|---|--|--|---|---|---|
| <p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p> | <p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p>ELG: Number</p> <p>Have a deep understanding of numbers to 10, including the composition of each number;</p> <p>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>ELG: Numerical Patterns</p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>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>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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> |

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|--|--|---|---|--------------------|---|--|
| GENERAL THEMES | MY WORLD AND ME | CELEBRATIONS | PEOPLE WHO HELP US | ADVENTURE! | GROWING! | THE GREAT OUTDOORS RAINFORESTS |
| CURRICULUM GUARANTEE AT MILTON ABBOT PRIMARY SCHOOL | ENRICHMENT OPPORTUNITIES LINKED TO THE NATIONAL TRUSTS "50 THINGS YOU SHOULD DO BEFORE YOU ARE 11 ¾" AND THE DFE, "MY ACTIVITY PASSPORT" | | | | | |
| | Talk to another generation Find your way with a map | Learn to cook with basic skills Know how to play board games | Learn about jobs/careers Build a den Dress up | See a tadpole grow | Visit a farm See a butterfly grow Know different types of birds and trees | Go on a scavenger/bug hunt Use a magnifying glass/binoculars Have a picnic Learn outdoors |