



“Learn to love, learn to live, learn together”



Foundation 2 Long Term Plan 2023-2024



At Ladymount we understand the importance of learning through play. We will provide opportunities for the children to deepen their learning in a variety of different ways. We will challenge and support them, no matter their starting point and guide them as they learn and grow with us.

As an EYFS team, we will provide high quality interactions to develop the children's learning opportunities. We will provide a curriculum through child initiated and adult led activities, based on the EYFS framework and their own interests.

We understand the importance of the outdoor environment and will provide further opportunities through our continuous provision and Forest School.

We work hard, alongside parents to ensure each child grows and develops academically, socially and emotionally and develops a love for learning.

- Ladymount EYFS Team



Reception Long Term Plan 2023-24

	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 to flow through the provision</i></p>	<p>All About me! Starting school / my new class / New Beginnings People who help us / Careers How have I changed? My family / PSED focus What am I good at? How do I make others feel? Being kind / staying safe</p>	<p>Celebrations! Traditional Tales The Three Little Pigs Little Red Hen - Harvest Old favourites Familiar tales Library visits The Nativity At the Panto Christmas Lists Letters to Father Christmas</p>	<p>Here & There! Safari Animals around the world Climates / Hibernation Animal Arts and crafts Night and day animals Animal patterns Where in the world have you been? Where do we live in the UK / world?</p>	<p>Here come the Pirates! Weather / seasons The great outdoors Make a sculpture: Andy Goldsworthy Fossils - Mary Anning</p>	<p>Creatures Great & Small! Life cycles Staying healthy / Food / Human body Minibeasts Around the Town Caterpillar life cycle</p>	<p>Fun at the Seaside! Under the sea Off on holiday / clothes Where in the world shall we go? Send me a postcard! Seaside art Down on the Farm Planting seeds Vincent Van Gogh Study</p>
<p>Possible Texts and 'old favourites'</p>	<p>This is Me Starting School Peace at Last The Colour Monster Owl Babies Once there were Giants The Smartest Giant The Rainbow Fish The Big Book of Families Pete the Cat We All Belong</p>	<p>The Three Little Pigs The Jolly Postman Funny Bones Pumpkin Soup Goldilocks Farmer Duck The Ugly Duckling Stick Man Christmas Story / Nativity Rama and Sita</p>	<p>Let's All Creep through Crocodile Creek Snow One Snowy Night Arctic Animals The Emperors Egg Tige who came to tea Penguin Parcel A Rainforest Story</p>	<p>The Pirates are Coming The Pirates on the Bus The Pirates Next Door Ten Little Pirates One Plastic Bag Tree, Seasons come and seasons go A stroll through the seasons Beegu Oi! Get off my train!</p>	<p>Gigantosaurus Tyranosaurus Drip The Dinosaur Department Store The Very Hungry Caterpillar The Snail and the Whale The Way back Home Bugs! Yucky worms Slow Down Life cycles</p>	<p>The Sea Saw Lighthouse Keeper's Lunch Under the Sea Non - Fiction World Atlases Tiddler The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk The amazing life cycle of plants</p>
<p>'Wow' moments / Enrichment Weeks</p>	<p>Remembrance Day Nurse / Firefighter visit Harvest Time Halloween What do I want to be when I grow up? Hi Impact workshop - Oral health 20/10/23 Post a letter</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali celebration (with preschool) Hannukah Remembrance day Road Safety Children in Need Anti- Bullying Week Christmas performance HI impact workshop - three little pigs DT 23/11/23 Santa skype 12/12/23 Pantomime visit</p>	<p>Chinese New Year celebration with preschool Mandarin workshop LENT Valentine's Day Internet Safety Day Animal Art week Let's go on Safari - An animal a day! Hi impact workshop - music apps 25/1/24 Hi impact workshop - digital art 15/2/24</p>	<p>Easter time Weather experiments Weather Forecast videos Nature Scavenger Hunt Mother's Day Science Week Eater Egg Hunt Pirate Day - singing sea shanty for parents Hi impact workshop - coding robots 4/3/24</p>	<p>Teach Rex workshop & green screen 15/4/24 Fossil hunting Map work - Find the Treasure Start of Ramadan Eid Green Screen Healthy Living Week Sports Day Caterpillars Local Walk to Holy Family</p>	<p>Planting seeds Claremont Farm Welly Walk Visit to the beach Father's Day Ice - Cream at the park/picnic invite parents</p>





Reception Long Term Plan 2023-2024

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General Themes	All About me!	Celebrations!	Here and There	Here Come the Pirates!	Creatures great & Small!	Fun at the seaside!
CoEL	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>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</p> <p>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.</p> <p>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.</p>					
Over Arching Principles	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p> <p>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.</p>					





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Our Values Assemblies / Circle time	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith.</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Assessment opportunities	<p>Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Set up Target Tracker Phonics RWI Assessment</p>	<p>On going assessments Pupil progress meetings Parents evening EYFS team meetings Target Tracker Data</p>	<p>GLD Projections for EOY EYFS team meetings Internal moderation Target Tracker Data</p>	<p>Pupil progress meetings Parents evening EYFS team meetings Target Tracker Data</p>	<p>EYFS team meetings Target Tracker Data</p>	<p>Pupil progress meetings School reports Optional Parents Meeting EYFS team meetings Target Tracker Data EOY data</p>
Parental Involvement	<p>Stay & Play (Summer Term) Home visits / Parents Evening Home / School Agreement Phonics RWI workshop</p>	<p>Nativity Maths workshop Parents Evening Book at Bedtime</p>	<p>Share a story Stay and Read morning Book Look</p>	<p>Parents Evening Share a story Pirate Day - Sing Sea Shanty</p>	<p>Sports Day Parents stay and play coffee morning</p>	<p>Parents Evening Parent's Picnic</p>






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Communication and Language	<p>Listening, Attention and Understanding ELG</p> <ul style="list-style-type: none"> Children at the expected level of development will: 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><i>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, EYFS productions, assemblies and weekly interventions.</i></p> <p>Listening, Attention and Understanding</p>	<p><i>Welcome to EYFS</i></p> <p>Settling in activities</p> <p>Making friends</p> <p>Children will know and retell 'Peace at Last'</p> <p>Understand how to listen carefully and demonstrate it in their actions</p> <p>To understand why listening is important</p> <p>To be able to follow directions</p> <p>To understand and respond to simple why questions</p> <p>Learn new vocabulary</p>	<p>Settling in activities</p> <p>Children will know and retell 'The Three Little Pigs'.</p> <p>Engage in story times, joining in with repeated phrases and actions</p> <p>Begin to understand how and why questions</p> <p>Respond to instructions with more than one step</p> <p>Learn new vocabulary</p> <p>Engage with non-fiction books</p>	<p>Children will know and retell 'Let's All Creep through Crocodile Creek'</p> <p>Ask questions to find out more</p> <p>Begin to understand humour</p> <p>Understand a range of complex sentence structures</p> <p>Learn and use new vocabulary</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p>	<p>Children will know and retell 'The Pirates are Coming!.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p> <p>Follow a story without pictures or props</p> <p>Learn and use new vocabulary</p>	<p>Children will know and retell 'Gigantosaurus'.</p> <p>Children will know and use vocabulary linked to their theme 'MiniBeasts'</p> <p>Understand questions such as who, what, where, when, why and how</p> <p>Check they understand what has been said to them</p> <p>Learn and use new vocabulary</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Children will know and retell 'The Sea Saw'.</p> <p>Have conversations with adults and peers with back and forth exchanges</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>





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Personal, Social and Emotional Development	<p>Self-Regulation ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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>Managing Self ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Building Relationships ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs. 					
<p>Self - Regulation</p> <p>Managing Self</p> <p>Building Relationships</p>	<p>Self-Regulation Children will see themselves as unique by sharing their hobbies and interests.</p> <p>Managing Self Children will know how regular teeth brushing is important for their health.</p> <p>Building Relationships Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p> <p>Class Rules and routines</p>	<p>Self-Regulation Children will know how to be helpful by taking on jobs such as serving snacks and washing up.</p> <p>How we deal with anger</p> <p>Emotions</p> <p>Managing Self Children will know the school rules.</p> <p>Children will know how healthy eating is important for their health.</p> <p>Self confidence</p> <p>Building Relationships Children will know how to listen to others with respect.</p> <p>Getting on and falling out</p> <p>Respectful relationships</p>	<p>Self-Regulation Children will know how to make the right choice and the consequences of not doing so.</p> <p>Managing Self Good to be me</p> <p>Children will know how regular exercise is important for their health.</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Building Relationships Children will know how to treat others in our class.</p> <p>Learning about qualities and differences</p> <p>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios</p>	<p>Self-Regulation Children will know the effects of their behaviour on others.</p> <p>Give children strategies for staying calm in the face of frustration.</p> <p>Managing Self Children will know what a sensible amount of screen time is and why this is important for their health.</p> <p>Building Relationships Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p> <p>Random acts of kindness Looking after pets</p> <p>Talk them through why we take turns, wait politely, tidy up after ourselves and so on</p>	<p>Self-Regulation Children will know to use the calm corner when they are feeling upset/angry.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Managing Self Children will know about the importance of a good sleep routine for their health.</p> <p>Building Relationships Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p> <p>Looking after others</p> <p>Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Self-Regulation Children will know how to overcome challenges</p> <p>Taking part in sports day - Winning and losing.</p> <p>Managing Self Children will know how to be a safe pedestrian and why this is important.</p> <p>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour.</p> <p>Building Relationships Children will know how to resolve a problem by talking it through with a friend or adult</p> 



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Physical development	<p>Fine Motor Skills ELG</p> <ul style="list-style-type: none"> Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. 					
Fine motor	<p>Threading, cutting, weaving, playdough, Fine Motor activities.</p> <p>To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezers to transfer objects To thread large beads To use large pegs To begin to copy letters To hold scissors correctly and make snips in paper To hold a fork and spoon correctly</p> <p>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 Children will know how to correctly form the letters m,a,s,d</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. To hold scissors correctly and cut along a straight and zigzagged lines</p> <p>To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures</p> <p>To write taught letters using correct formation To begin to hold a knife correctly and use to cut food with support . 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. Children will know how to do up and undo zips and buttons. Children will know how to correctly form the letters t, i, n, p, g, o.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation</p> <p>Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors Children will know how to use a knife and fork. Children will know how to correctly form the letters c, k, u, b, f, e</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. To hold scissors correctly and cut out large shapes To write letters using the correct letter formation. To independently use a knife, fork and spoon to eat a range of meals To use smaller construction toys eg Lego</p> <p>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed. Children will know how to use two-hole scissors to make snips in paper. Children will know how to correctly form the letters l, h, r, j, v, y.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. To hold scissors correctly and cut out small shapes To write letters using the correct letter formation and control the size of letters To paint using thinner paintbrushes to add details Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks</p> <p>Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross Children will know how to use two-hole scissors to cut along lines. Children will know how to correctly form the letters w, z, x, q.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. To hold scissors correctly and cut various materials To create drawings with details To write letters using the correct letter formation and control the size of letters, mostly sitting letters on the line. Hold a pencil effectively in preparations for fluent writing– using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable</p>

Fine motor
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





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Physical development	<p>Gross Motor Skills ELG</p> <ul style="list-style-type: none"> Children at the expected level of development will: Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. 					
Gross motor	<p>Gymnastics (Edsential) Cooperation games i.e. parachute games.</p> <p>Climbing – outdoor equipment Different ways of moving to be explored with children Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. To run, hop, skip, stop and change direction when moving. Work cooperatively with a partner Move safely in a space</p>	<p>Gymnastics (Edsential) Work cooperatively with a partner Move safely in a space</p> <p>Ball skills- throwing and catching. To explore different ways to travel using equipment To create short sequences using shapes, balances and travelling actions To balance and safely use apparatus To jump and land safely from a height To develop rocking and rolling Explore traveling around, over and through apparatus Create short sequences linking actions together and including apparatus</p>	<p>Dance (Edsential) Use counting to help to stay in time with the music when copying and creating actions</p> <p>Move safely with confidence and imagination, communicating ideas through movement</p> <p>Explore movement using a prop with control and coordination Move with control and coordination, expressing ideas through movement Move with control and coordination, copying, linking and repeating actions Remember and repeat actions, exploring pathways and shapes Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.</p>	<p>Fundamental Skills (Edsential) Roll and track a ball Develop accuracy when throwing to a target Dribble using hands Throw and catch with a partner Dribble a ball using feet Kick a ball to a target Practise keeping score Work cooperatively as a team</p>	<p>Fundamental Skills (Edsential) To develop accuracy when throwing and practise keeping score To follow instructions and move safely when playing tagging games To learn to play against an opponent To play by the rules and develop coordination To explore striking a ball Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	





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Literacy	<p>Comprehension ELG</p> <ul style="list-style-type: none"> Children at the expected level of development will: 25 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 					
Comprehension - Developing a passion for reading	<p>Pathways to Write - Peace at Last Jill Murphy</p> <p>Comprehension</p> <p>Children will read and reread a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p>To use pictures to tell stories</p> <p>To sequence familiar stories</p> <p>To independently look at book, holding them the correct way and turning pages</p>	<p>Pathways to Write - The Three Little Pigs Mara Alperin</p> <p>Comprehension</p> <p>Children will read and reread a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p>To engage in story times, joining in with repeated phrases and actions.</p> <p>To begin to answer questions about the stories read to them.</p> <p>To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>Pathways to Write - Let's All Creep through Crocodile Creek Jonny Lambert</p> <p>Comprehension</p> <p>Children will read and re-read a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p>To act out stories</p> <p>To begin to predict what may happen in the story</p> <p>To suggest how a story might end</p>	<p>Pathways to Write - The Pirates are Coming! John Condon</p> <p>Comprehension</p> <p>Children will read and re-read a selection of books, developing skills of fluency, understanding and enjoyment</p> <p>To retell a story that they are familiar with.</p> <p>To follow a story without pictures or props .</p> <p>To talk about the characters in the books they are reading</p>	<p>Pathways to Write - Gigantosaurus Jonny Duddle</p> <p>Comprehension</p> <p>Children will read and reread a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p>To begin to answer questions about what they have read themselves.</p> <p>To use vocabulary that is influenced by their experiences of books.</p> <p>To include everyday literacy artefacts in their play, for example labels instructions, signs and envelopes</p>	<p>Pathways to Write - The Sea Saw Tom Percival</p> <p>Comprehension</p> <p>Children will read and re-read a selection of books, developing skills of fluency, understanding and enjoyment.</p> <p>To answer questions about what they have read</p> <p>To know that information can be retrieved from books.</p> <p>Engages with books at an increasingly deeper level, sometimes drawing on phonic knowledge, knowledge of language structure, subject knowledge and illustrations to make sense of the book.</p>





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Literacy	<p>Word Reading ELG</p> <ul style="list-style-type: none"> Children at the expected level of development will: <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 					
Word Reading <small>Children will be working in different groups for Read Write Inc.</small>	<p>Phonic Sounds: RWI Set 1 whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.</p>	<p>Phonic Sounds: RWI Differentiated groups / Ditties</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' or 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p>	<p>Phonic Sounds: RWI Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lowercase letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>

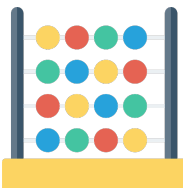




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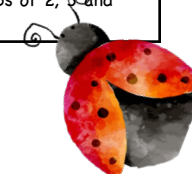
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General Themes	All About me!	Celebrations!	Here and There!	Here come the pirates!	Creatures great & small!	Fun at the seaside!
Literacy	<p>Writing ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed; • Spell words by identifying sounds in them and representing the sounds with a letter or letters; • Write simple phrases and sentences that can be read by others. 					
Writing	<p><i>Pathways to Write - Peace at Last</i> Jill Murphy</p> <p>To copy their name</p> <p>To give meanings to the marks they make</p> <p>To copy taught letters</p> <p>To write initial sounds</p> <p>To begin to write CVC words using taught sounds</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre!</p>	<p><i>Pathways to Write - The Three Little Pigs</i> Mara Alperin</p> <p><i>Rama & Sita</i></p> <p>To write their name</p> <p>To use the correct letter formation of taught letters</p> <p>To write words and labels using taught sounds</p> <p>To begin to write captions using taught sounds</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write a sentence</p>	<p><i>Pathways to Write - Let's All Creep through Crocodile Creek</i> Jonny Lambert</p> <p><i>Mini beasts - Animal Fact File - Compare two animals</i></p> <p>To form lowercase letters correctly</p> <p>To begin to write sentences using fingers spaces</p> <p>To understand that sentences start with a capital letter and end with a full stop</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p><i>Pathways to Write - The Pirates are Coming!</i> John Condon</p> <p><i>Hungry Caterpillar - (Cumulative) Describe foods / adjectives</i></p> <p><i>Healthy Food - My Menu / Caterpillar Diary</i></p> <p>To form lowercase letters correctly and begin to former capital letters</p> <p>To write sentences using finger spaces and full stops</p> <p>To spell words using taught sounds</p> <p>To spell some taught tricky words correctly</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions - life cycles Character descriptions.</p>	<p><i>Pathways to Write - Gigantosaurus</i> Jonny Duddle</p> <p>To form lowercase and capital letters correctly</p> <p>To begin to write longer words which are spelt phonetically</p> <p>To begin to use capital letters at the start of a sentence</p> <p>To use finger spaces and full stops when writing a sentence</p> <p>To spell some taught tricky words correctly</p> <p>To begin to read their work back</p> <p>Writing recipes, lists. 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.</p>	<p><i>Pathways to Write - The Sea Saw</i> Tom Percival</p> <p><i>Write a postcard / diary writing</i></p> <p><i>My Holiday - recount</i></p> <p>To form lowercase and capital letters correctly</p> <p>To begin to write longer words and compound words which are spelt phonetically</p> <p>To write sentences using a capital letter, finger spaces and full stop</p> <p>To spell some taught tricky words correctly</p> <p>To read their work back and check it makes sense</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Character description</p>

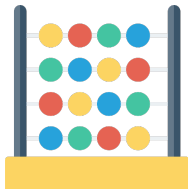




Reception Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Celebrations!	Here & There!	Here come the pirates!	Creatures great & Small	Fun at the seaside!
Maths	<p>Number ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number; • Subitise (recognise quantities without counting) up to 5; • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p>Numerical Patterns ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Verbally count beyond 20, recognising the pattern of the counting system; • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 					
Number	<p>To recognise numbers 1-5.</p> <p>To begin to subitise to 5.</p> <p>To find one more of numbers to 5.</p> <p>To find one less of numbers to 5.</p> <p>To explore the composition of numbers to 5.</p> <p>To match the written numeral to a quantity to 5.</p> <p>To know addition facts to make 5.</p>	<p>To recognise numbers 6-10.</p> <p>To begin to subitise to 10.</p> <p>To find one more of numbers to 10.</p> <p>To find one less of numbers to 10.</p> <p>To explore the composition of numbers to 10.</p> <p>To match the written numeral to a quantity to 10.</p> <p>To continue to recall addition facts that make 5 and identify the subtraction facts.</p> <p>To estimate a number of objects.</p> <p>To practise pairs of numbers that make 10.</p> <p>To begin to learn double facts.</p>		<p>To recognise numbers to 20.</p> <p>To revise pairs of numbers which equal 5.</p> <p>To continue to practise recalling pairs of numbers that make 10.</p>	<p>To know addition and subtraction facts to 10.</p> <p>To recall double facts to 10.</p> <p>To explore how to make numbers above ten using tens and ones.</p>	
	Numerical Patterns	<p>To identify which group of objects has more.</p> <p>To identify which group of objects has less.</p> <p>To compare quantities up to 5.</p> <p>To compare equal and unequal groups.</p> <p>To count forward to 5 and then to 10.</p> <p>To count backward from 5 to 0 and then 10 to 0.</p> <p>To order numbers to 5.</p>	<p>To count to 15</p> <p>To count given objects up to 10.</p> <p>To order numbers to 10.</p> <p>To compare quantities to 10.</p> <p>To find the missing number from a number line.</p>	<p>To understand the difference between odd and even numbers to 10.</p> <p>To combine two groups of objects by counting all of them together.</p> <p>To take objects away and count how many are left.</p>	<p>To add two given quantities to find the total.</p> <p>To subtract a one digit from another one-digit number.</p> <p>To count to 20.</p> <p>To order numbers to 20.</p> <p>To double numbers up to 10.</p>	<p>To know that 1, 3, 5, 7, 9 are odd numbers.</p> <p>To know that 2, 4, 6, 8 and 10 are even numbers.</p> <p>To find half of numbers up to 10.</p> <p>To share quantities equally.</p> <p>To combine groups of 2, 5 and 10s.</p>





Reception Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me	Celebrations!	Here & There!	Here come the pirates!	Creatures great & Small	Fun at the seaside!
Maths	<p><i>NB: There is no Early Learning Goal for Shape, Space and Measure, however at Ladymount we feel as though this is an important part of Mathematics and creates the foundations that children will use to develop their learning both in the Foundation stage and when progressing in to Key Stage one. We use White Rose Maths to help support us in deliver this as part of our curriculum.</i></p>					
Shape, Space & Measure	<p>To sort objects against given criteria. To compare capacity, length, height and size. To complete a repeating pattern of 2 objects or colours. To recognise and name circle, square, rectangle and triangle. To begin to explore the properties of 2D shapes. To make shape pictures.</p>			<p>To measure height using cubes. To measure length using cubes. To begin to recognise times on the clock to o'clock. To begin to name 3D shapes: cube, sphere, cuboid, pyramid, cylinder. To begin to explore the properties of 3D shapes. To complete a repeating pattern with more than 2 variables of objects or colours. To order days of the week. To sequence daily event using words related time.</p>		





Reception Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Celebrations!	Here & There!	Here come the pirates!	Creatures Great & Small!	Fun at the seaside!
Understanding the world	<p>Past and Present ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>People Culture and Communities ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 					
Past & Present	<p>Children will know how they have changed from being a baby to being 4/5.</p> <p>Children will be able to talk about members of their immediate family.</p> <p>To know that the emergency services exist and what they do. (Firefighter visit)</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Guy Fawkes)</p> <p>Children will know why we have Remembrance day</p>	<p>To talk about the lives of the people around us.</p> <p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Arctic Explorers).</p> <p>Children will explore the story of 'The Great Race' in relation to Lunar New Year celebrations and the zodiac animals</p>	<p>To know about the past through settings, characters and events encountered in books read in class and storytelling</p> <p>Children will know that the past is anything before the current day.</p> <p>Children will know that the present is now.</p>	<p>To know about the past through settings, characters and events encountered in books read in class and story-telling (Mary Anning)</p> <p>To comment on images of people in the past</p>	<p>To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class (Seaside)</p>
People, Culture & Communities	<p>Name and describe people who are familiar to them</p> <p>Talk about members of their immediate family and community.</p> <p>To know the name of the village the school is in (Pensby).</p> <p>To know about features of the immediate environment.</p> <p>To show an interest in different occupations</p> <p>To know about people who help us within the local community,</p>	<p>Make connections between the features of their family and other families</p> <p>To talk about how Hindus celebrate Diwali</p> <p>To talk about the Christmas Story and how it is celebrated</p>	<p>Recognise that people have different beliefs and celebrate in different ways (Chinese New Year)</p> <p>To identify similarities and differences between themselves and peers.</p> <p>Recognise that some environments are different to the one they live in (Arctic and Jungle)</p>	<p>To know that Christians celebrate Easter.</p> <p>To know that people in other countries may speak different languages (Mandarin Workshop).</p> <p>Understand that some places are special to people in their community</p>	<p>To know that people around the world have different religions.</p>	<p>To know that simple symbols are used to identify features on a map</p>





Reception Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Celebrations!	Here & There!	Here come the pirates!	Creatures Great & Small!	Fun at the seaside!
Understanding the world Cont.	<p>The Natural World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
The Natural World	<p>To explore the natural world around them</p> <p>To ask questions about the natural environment.</p> <p>To respect and care for the natural environments</p> <p>To describe typical weather in Autumn</p>	<p>To know about and recognise the signs of Autumn</p> <p>Describe what they seem hear and feel while outside.</p>	<p>To describe typical weather in Winter</p> <p>To explore the changing matter of ice and how it melts</p> <p>Children will know that some animals don't live in England in the wild and originate in other climates.</p>	<p>To describe typical weather in Spring</p> <p>To know about features of my own immediate environment and how they might vary from another.</p> <p>To know some important processes and changes in the natural world including states of matter (floating and sinking)</p>	<p>Children will observe and comment on the life cycle of a caterpillar</p> <p>To know the different between herbivores and carnivores</p> <p>To discover a variety of minibeasts on a minibeast hunt.</p>	<p>To describe typical weather in summer</p> <p>Children will know the names of the 4 seasons and weather associated with them.</p> <p>Children will observe changes and growth of beans and other plants.</p> <p>Children will know the life cycle of a sunflower.</p> <p>To observe the growth of seeds and talk about changes</p> <p>To know how to care for growing plants</p> <p>To learn about lifecycles of plants and animals</p> <p>To know about different habitats</p>
Festivals	<p>Rosh Hashanah</p> <p>Yom Kippur</p> <p>Sukkot</p> <p>All Saints Day</p>	<p>Diwali</p> <p>Hannukah</p> <p>Christmas</p>	<p>Epiphany</p> <p>Ash Wednesday / Shrove Tuesday</p> <p>St David's Day</p> <p>Shivaratri</p>	<p>Holi</p> <p>Palm Sunday</p> <p>Passover</p> <p>Easter</p> <p>Start of Ramadan</p>	<p>Eid</p>	<p>Summer Solstice</p>



Reception Long Term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Celebrations!	Here & There!	Here come the pirates!	Creatures great & small	Fun at the seaside!
Expressive Arts and Design	Creating with Materials ELG Children at the expected level of development will: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.			Being Imaginative and Expressive ELG Children at the expected level of development will: Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.		
Creating with materials	Beginning to mix colours. join in with role play games and use resources available for props; build models using construction equipment. To name prime colours and explore secondary colours. To create simple representations of people and objects. To explore different techniques for joining materials. To draw and colour with pencils and crayons. Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems	Making lanterns, Chinese writing, Chinese music and composition To explore the work by the artist Kandinsky To experiment with different mark making tools such as art pencils, pastels, chalk. To explore a range of materials. To continue to explore joining techniques for a range of materials. To use collage materials and different textures. To use some cooking techniques Make different textures; make patterns using different colours Mother's Day crafts Easter crafts Junk model pirate ship to test if it'll float or sink	Design and make a habitat for a minibeast Provide children with a range of materials for children to construct with. Salt dough fossils (Mary Anning) To use materials to explore sculpture. To explore the work by the artists Andy Goldsworthy (natural art). To be able to identify texture, shape and colour. To experiment with printing techniques. To share creations, talk about process and evaluate their work. To adapt work where necessary. Children will explore ways to protect the growing of plants by designing scarecrows. Water pictures, collage, shading by adding black or white, colour mixing for beach hut Colour mixing – underwater pictures. Father's Day Crafts	Puppet shows: Provide a wide range of props for play which encourage imagination. To join in with whole class singing , including nursery rhymes. To create and perform a dance.	To create narratives based around stories To listen to poems and create their own To join in with whole school singing assemblies	
Being imaginative & expressive	Listen to music and make their own dances in response. The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity To experiment with different instruments and their sounds. To talk about whether they like/dislike a piece of music. To create musical patterns using body percussion. To use costumes, songs and resources to act out the Nativity.	Provide a wide range of props for play which encourage imagination. To join in with whole class singing , including nursery rhymes. To create musical patterns using un-tuned instruments. To move in time to music and learn dance routines. To act out well-known stories. Sing in a group or on their own, increasingly matching the pitch and following the melody.	To create and perform a dance. To create narratives based around stories To listen to poems and create their own To join in with whole school singing assemblies			



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


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	All About me!	Celebrations!	Here & There!	Here come the pirates!	Creatures great & small	Fun at the seaside!
Technology	<p><i>There are no early learning goals that directly relate to computing objectives, though it is still expected that children will be introduced to appropriate technology and use it within their provision.</i></p> <p>To show an interest in technological toys such as IWB, iPads, toys with knobs, pulleys and buttons. To learn about e- safety. To draw pictures on the IWB and be able to select colours. To use the iPad to take pictures. To draw pictures of the IWB and be able to select colours and change pen size. To use the IWB, changing games and programmes. To explore how the Beebots work. To give reasons why we need to stay safe online.</p>					



Reception Long Term Plan 2023-2024

Early Learning Goals – for the **end of the year**

 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 number 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> 