



Barden Reception Long Term Plan 2023-2024

Priorities

School Readiness - Basic skills, Preparation for KS1 curriculum, characteristics of learning, preparing for a lifetime of learning, core strength, challenge, challenge, competition, outdoor learning

Cultural capital - British values, Prevent, Rights Respecting Agenda, Caring for the World, Trips, Visitors, Aspirations

Mindfulness - Jigsaw Programme, Yoga, Healthy Heroes,

ICT - Being up to date with the World, Keeping safe

What do we want our children to be/have/know by the end of the EYFS?

Be resilient, curious, motivated, active, safe, aspirational, proud, respectful, tolerant, caring, able to challenge themselves, have a healthy body and mind, wide vocabulary, imaginative and be ready for Year 1.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Suggested Topics</u>	Super Me! Superheroes!	Magical Mayhem! Celebrations and light / dark	Off on a cold adventure! Looking at different environments	Amazing Animals	If you go down to the woods today!	Buckets and Spades
	What are my super powers?	How does magic work? What goes on in Santa's Workshop?	Why is it always cold in the North and South Pole?	Are all animals scary?	How does your garden grow? What makes a villain?	What could you find at the seaside?
<u>Core Texts</u>	Super Me	Room on the Broom Christmas Magic	Penguin Small Polar Bear, Polar Bear What do you see?	Going on a bear hunt Dear Zoo The Very hungry Caterpillar	Jack in the Beanstalk Jim and the Beanstalk Goldilocks and the Three Bears	Pirates Love underpants The Pirates Next Door Adventures Billy's Bucket

		Aliens Love Panta Claus			Little Red Riding Hood	Seaside Poems
<u>Wow Moments</u>	Superhero visit Police Visit Air Ambulance visit Nurse Visit	Magic School Elf on the shelf	Travel to the North Pole Who did it investigation ?	Safari Adventure Animal visit	Visitors in the woodland!	Pirate visit Seaside Trip
<u>Prime Areas</u>						
<u>Physical Development</u> <u>Health and Self Care - see separate medium term planning</u>	Using space effectively Games skills Funky Fingers - focus on gross motor movements and building muscles Move into fine motor skills when ready	Games skills Funky Fingers - Gross motor skills and moving into fine motor skill activities in groups including rainbow letters when ready	Balance-ability Dance - Penguin Small Dragon Dance Funky Fingers - Gross motor warm up fine motor skills groups with rainbow letters	Carnival of Animals Dance Gymnastics animal movements Funky Fingers - Gross motor warm up fine motor skills groups with rainbow letters	Gymnastics Including climbing wall Handwriting	Gymnastics Including climbing wall Handwriting
<u>Personal, Social and Emotional Development</u>	School Routines and rules Forming positive relationships Know where to find resources	Road safety Medicines Being different Playing together and taking turns	Working in a group Being proud of their achievements Talking about their ideas	Show care and concern for living things Share ideas and listen to others Understand consequences of behaviour	Talking about Feelings Show sensitivity to other people's feelings	Resolve conflict without an adult Adapt to changes in routine - transition

<u>Communication and Language</u>	Listening and attention Talk about likes and dislikes Focus and stay at an activity for a short time Saying something about me Begin to talk about feelings	Saying what they would like to do Follow instructions	Listen and respond to stories with increasing attention Put forward ideas of what to do	Following instructions and re-calling instructions given. Listen and respond to peers and adults	Organise talk and sequence ideas together to express opinions about their interests	Answering 'how' and 'why' questions Listens to others opinions
<u>Specific Learning</u>						
<u>Word Reading</u>	Read Single letter sounds set 1	Read all Set 1 sounds Blend sounds into words orally	Blend sounds to read words; read short Ditty Stories	Read Red Storybooks	Read Green Storybooks; read some set 2 sounds	Read Green or Purple Storybooks
<u>Comprehension</u>	Asks questions about stories. Repeat words and phrases from familiar stories. Repeat new vocabulary in a context of a story. Has favourite books and seeks them out, to share with an adult, with another child, or to look at alone. To know that text can be used as a form of identification.		Answer questions about a text that has been read to them. Begin to predict what might happen next in a story. Begin to use modelled vocabulary during role play for example in the Small World. Seeks familiar texts or stories to re-read in the book area.		To engage in extended conversations about stories. 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-	

	<p>To name and talk about the different parts of a book, e.g. front cover/ back cover/ spine/ pages</p> <p>To learn a range of Nursery Rhymes.</p> <p>To know that text has a meaning.</p> <p>To know that text is read from left to right and top to bottom in English.</p> <p>Listens to familiar stories and able to recall some facts.</p> <p>To know that letters are used to make up words.</p> <p>To learn that stories have a sequence; beginning, middle and end.</p>	<p>Requests favourite stories and poems for example during Vote for a story.</p> <p>To join in with repetition within stories and rhymes.</p> <p>To be able to talk about different parts of the story.</p>	<p>fiction, rhymes and poems and during role-play.</p> <p>Can share a favourite book with a peer, retelling the story in their own way repeating known phrases from the text.</p>
<p><u>Writing</u></p>	<p>Develop their phonological awareness to hear the initial sound in a word.</p> <p>To use some recognisable letter shapes when writing own name.</p> <p>Develop their phonological awareness to be able to orally segment some simple cvc words.</p> <p>To write cvc words and labels.</p> <p>To begin to write simple captions.</p> <p>To say a simple sentence for writing (oral and count words)</p> <p>Knowing that words can be written.</p> <p>Knowing the sounds that the taught letters make.</p>	<p>To write some upper case letters correctly.</p> <p>To write most lower case letters correctly using a tripod grip</p> <p>To spell some tricky words</p> <p>To write captions.</p> <p>To begin to write short sentences.</p> <p>To use finger spacing between words.</p> <p>To read sentences back to an adult.</p> <p>To know that a sentence starts with a capital letter and ends with a full stop</p>	<p>Knowing that sentences can be extended by using a connective</p> <p>Uses learnt words and phrases to discuss familiar stories or during role play.</p> <p>Knows how to spell some familiar words</p> <p>Checking written work and making any changes where necessary.</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>

	Knowing what the taught letters looks like. Knowing how to write the taught letters. Knows how to sequence familiar stories. .		To be able to talk about their marks with confidence.		Write simple phrases and sentences that can be read by others.	
<u>Mathematics</u>	Using Numbers 1 - 3 Children count reliably Sorting Create pictures with 2D shapes Comparing length	Securing numbers 1-3 Place them in order and say what is one more and one less Begin to add and subtract Comparing Volume Sequencing	Using numbers 1-7 Count reliably Building models with 3D shapes Days of the Week	Securing numbers 1-10 Place them in order and say what is one more and one less Begin to add and subtract Pattern Money	Looking at numbers 1-15 Count reliably Money Describing shapes and patterns Measuring	Looking at numbers 1-20 Solve problems including doubling, halving and sharing Time Measuring Describing shapes
<u>Understanding of the World</u>	Seasonal changes - Autumn I am special Harvest Body parts Using a mouse/mouse pad People who help us	Seasonal Changes - Winter Bonfire Night Christmas / Nativity Diwali Special People Using a drawing package	Seasonal Changes - Winter Cold areas of the World Chinese New Year Remote controls	Seasonal changes - exploring Spring Animals Mini beasts Easter Church Visit Mosque Visit Data Handling	Seasonal changes Growing and planting Life cycles Eid Muslim Values Recording and Playback	Maps Seaside environment Special Times and Special Places Floating and Sinking Using a keyboard

<u>Expressive Arts and Design</u>	Self portrait Colour mixing Natural material pictures Experimenting with line Nursery rhymes Instruments	Bonfire paints and textures Junk modelling Keeping the beat Syllables and rhythms	Backgrounds Multi media Dragon dancing Following a rhythm	Mod Roc animals Clay animals Junk modelling Tempo	Observational Drawings Match music to story - timbre and pitch	Creating Boats Composition
<u>Parents</u>	Reading, Writing and Early Maths Meetings	Play and Stay Phonic Workshops - How to help your child at home	Play and Stay	Mother's Day Tea Party	Play and Stay	Father's Day Tea Party