







Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
In the EYFS at Woodthorne, we aim for a balance between adult initiated learning and following the children's interests. We endeavour to make learning active, hands on and most importantly fun. We explore seasonal change and celebrations through stories and real life experiences.						
Proposed Adult Initiated Focus	 Marvellous Me	 Festivals & Celebrations	 Julia Donaldson	 Growing	 Amazing Animals	 Going on a Journey
Proposed Learning Intentions	Building Relationships (PSED) Managing Self (PSED) Routines & expectations (PSED) Hold conversations (C&L) Negotiating space (PD) Understanding numbers (M) Retelling stories (Lit) Talking about people's lives (UtW) Sing rhymes & songs (EAD)	Focus attention (PSED) Dance & movement (PD) Speaking & listening skills (C&L) Demonstrate understanding (LIT) Substituting and number (M) Exploring customs (UtW) Perform songs and move to music (EAD)	Show sensitivity (PSED) Moving and travelling (PD) Participate in discussions (C&L) Rhyming (Lit) Joining in with stories (Lit) Sequencing (M) Exploring the natural world (UtW) Recount narrative & stories (EAD)	Developing independence PSED) Explore & represent patterns (M) Make comments and ask relevant questions (C&L) Pencil control (PD) Processes & changes (UtW) Read & spell words (Lit) (EAD)	Work & play cooperatively (PSED) (Lit) Use a range of tools (PD) Offer explanations (C&L) Similarities & differences of the natural world (UtW) Role play narratives (EAD) Doubling facts (M)	Managing feelings and behaviours (PSED) Holding conversations (C&L) Begin to show accuracy/care when drawing (PD) Write simple phrases (Lit) Odds, evens & double facts (M) Understanding the past (UtW) Invent adapt & recount narratives (EAD)
We aim to share our love of reading and books in a variety of ways, in the classroom this includes squeezing in as many stories and books each day as we possibly can. Some of these texts will relate to the adult initiated focus, some will foster children's interests and others will be spur of the moment and handpicked by the children to share either individually, in small groups or as a whole class.						
Visits, Visitors & Experiences	Local library	Local library Umberslade Farm	Local library	Local library Strawberry picking	Local library	Local library TBC
Other visits and trips which are inspired by the children's learning and interests, will also be arranged as appropriate. For example, local shops, allotments and bakery.						
Talk for Writing Texts	Owl Babies	Peace at Last The Nativity	Monkey Puzzle	Jack and the Beanstalk	Down in the Jungle	Whatever Next The Way Back Home
<p>The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. Over the course of a period of weeks this story is retold daily, to start with, it is read from the book, then without the book and using discrete Talk For Writing actions. Once the majority of children know the story off by heart or with little support one aspect of the story is changed. At the end of each book time is spent modelling how to write a sentence from the story and where to place finger spaces, full stops, capital letters etc.</p>						

Key Dates	European Languages Day Black History Month	Anti-bullying Week Harvest Remembrance Day Bonfire Night Diwali Christmas Christmas workshop	Chinese New Year Valentine's Day Lent Pancake Day World Book Day	St. George's Day Easter Mother's Day Easter Workshop		Father's Day Sports Day
Areas of Learning						
Personal, Social & 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 supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These 15 attributes will provide a secure platform from which children can achieve at school and in later life.					
Communication and Language	<p>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.</p> <p>All aspects of developing CLL are considered throughout daily classroom practice, continuous provision, sessions such as circle time, guided reading and show and tell, all have a weighty focus on CLL as well as "talking buddies" and clear classroom rules and routines. Observations, next steps and target setting support the development of individuals. Intervention programmes and additional support are designed to support children who are not making the expected progress.</p>					
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 co-ordination 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.					

Literacy	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 co-ordination 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.		
Mathematics	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.		
Understanding the World	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.		
Expressive Arts and Design	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 13 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.		
Characteristics of Effective Teaching & Learning			
	Playing and Exploring – Children investigate and experience things, and 'have a go'.	Active Learning – Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.	Creating and Thinking Critically – Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Parental Engagement	Home visits	Diwali Day	Surprise Storyteller	Surprise Storyteller	Surprise Storyteller	Surprise Storyteller
	Phonics and Early Reading workshop	Parents Evening	Chinese New Year Day	Parent's Evening	Father's Day Assembly	Welcome to Reception parents meeting (New intake)
	Surprise Storyteller	Christmas Workshop	Mother's Day Assembly	Easter Workshops		Stay & play with parents (New intake)
		EYFS Nativity				Stay and play (New intake)
		Surprise Storyteller				Annual school report