

Reception Long Term Plan 2022/23

	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme	What a Wonderful World		I Need A Hero		We're All Going On A Summer Holiday	
	Topics – can change through the year to respond to interests	All about me, local area, countries and animals, celebrations		Occupations, superheroes, space and planets, historical figures (Neil Armstrong, Mae Jemison)		Holidays past and present, transport, countries, under the sea, oceans, sea creatures, pirates and mermaids.	
	Real life links/ experiences	Walk around Much Wenlock Visit the Library	Attingham Park trip Walk to post box to post letter to Father Christmas	Local Hero visits – police, paramedics, firefighters, dentists etc	Planetarium visit	Beach Trip	Pirate Day
PSED	Educational programme	Children's personal, social and emotional development 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 peacefully. These attributes will provide a secure platform from which children can achieve at school and in later life.					
	Curriculum Goal	To become an Independent Individual who can follow the rules, set simple goals and preserve to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co-operatively whilst considering others ideas and feelings.					
	Self-Regulation Managing Self Building Relationships	Settle children in, focus on rules and routines within school. Begin to build relationships with peers and adults in the class and learn about how to be respectful to others. Manage their own needs including personal hygiene and toileting. See themselves as a valuable individual through Special Person and Special Helper.	Continue to build constructive relationships with others. Build on rules and routines in the class becoming more aware of their own and others feelings. Start to think about the perspective of others through Special Person – find ways that they are special and unique.	Introduce challenges to the children to access during continuous provision – with modelling from adults, children to be support to persevere and show resilience. Understand and talk about factors that contribute to overall health and wellbeing – link to PSHE scheme.	Moderate their own feelings, supported by adults to understand how they feel. Talk about the feelings of others and begin to regulate their behaviour accordingly. Develop confidence to try new things and show independence, resilience and perseverance in face of challenges.	Set and work towards goals. Wait for what they want and control immediate impulses when appropriate – use of timers and turn taking techniques developed throughout the year begin to be put into practise independently from an adult.	Manage feelings about transition and moving up into Year 1. Support children to express how they feel and talk openly.
	PSHE	Wellbeing Wednesday	Wellbeing Wednesday	Wellbeing Wednesday	Wellbeing Wednesday	Wellbeing Wednesday	Wellbeing Wednesday
Communication and Language	Educational programme	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 with stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of context, 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 nursery practitioners, and sensitive questioning that invites them to elaborate, children will become comfortable using a rich range of vocabulary and language structures.					
	Curriculum Goal	To become a Confident Communicator who can listen carefully in different situations, make their needs known, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.					
	Listening, Attention and Understanding	C&L is a main focus throughout the year. Children's language skills are developed throughout the year. They will be exposed to high quality interactions, daily group discussions, sharing circles, PSHE sessions, stories, songs, speech and language intervention, Talk for Writing sessions, Makaton signs, EYFS productions, assemblies and weekly interventions if needed. All children will be assessed using WELLCOMM and children will receive intervention throughout the year and regularly reassessed to check progress.					
	Speaking	Welcome to EYFS! Settling in activities. Making friends. Opportunities to talk about events that are familiar to them	Tell me a story! Settling in activities. Develop vocabulary. Discovering children's passions.	Tell me why! Use language and new vocabulary well. Encourage and model the use of how and why questions during talk times.	Talk it through! Encourage and model the use of time connectives when children are talking about news and events that have happened to them or retelling stories.	What happened? Re-read some favourite stories/stories we have used in our learning to revisit and consolidate vocabulary and	Time to share! Show and tell. Read aloud books to children that will extend their knowledge of the world around

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		through sharing treasure bags and describing summer holidays. Rhyming and alliteration games. Shared stories. Model talk routines through the day e.g. arriving in school and saying/responding to “Good morning! How are you?”	Tell me a story – retelling known stories. Story language and actions. Word hunts. Listening and responding to stories. Following instructions. Taking part in discussions. Understanding how to listen carefully and why it is important. Introduce talk partners. Use new vocabulary through the day. Carefully chosen stories to develop children’s vocabulary.	Retelling a story with story language – provide props for use in CP. Encourage and model describing events in detail during discussions times and in CP. Listen to and talk about stories to build familiarity and understanding. Learn new rhymes, poems and songs.	Understand how to listen carefully and why listening is important – children to listen carefully and ask good questions during discussion times. Sustained focus when listening to a story.	events – making our learning sticky.	them and illustrate their current topic. Select books that contain photos and images of, for example, places with different weather types, seaside destinations, photos of the past. Model the features of a non-fiction book.
Physical Development	Educational programme	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 to 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.					
	Curriculum Goal	To become an Amazing Athlete who can show strength, balance and co-ordination when playing, move confidently and safely in a variety of different ways, use a range of equipment. To become a Talented Tool User who can hold a pencil effectively for writing, use a range of tools, selected for a certain purpose, (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.					
	Fine Motor Gross Motor	Dough Disco - build up fine motor skills ready to write. Yoga – build up core strength and balance. Practise pencil grip and control when writing, drawing, painting etc. Threading, cutting, weaving, rolling to support fine motor skills. Draw lines and circles using gross motor movements. Use large outdoor playground equipment. Help individual children to develop good personal hygiene as needed. PE: Get Set For PE Introduction to PE Unit 1.	Dough Disco - build up fine motor skills ready to write. Yoga – build up core strength and balance. Practise pencil grip and control when writing. Further develop fine motor skills, adding more challenge including tweezers, threading beads onto pipe cleaners and activities that require a pincer grip. Develop muscle tone to put pencil pressure onto paper. Use tools to effect changes to materials. Teach and model the correct letter formation. Hula hoops and skipping ropes outside. Variety of wheeled resources for children to balance, sit or ride on, pull and push. PE: Get Set For PE Fundamentals Unit 1	Dough Disco - build up fine motor skills ready to write. Yoga – build up core strength and balance. Practise pencil grip and control when writing. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Teach buttoning clothing. Develop safe cutting skills with the correct grip. Outside encourage large building with varying materials to support a variety of abilities, build confidence levels, skills. PE: Get Set For PE Dance Unit 1	Dough Disco - build up fine motor skills ready to write. Yoga – build up core strength and balance. Practise pencil grip and control when writing. Hold pencils effectively with a comfortable grip. Write letters that are mostly correctly formed. Balance activities – children to move with confidence, showing good core strength. Encourage dance and performance related activities in the stage area. Opportunities for children to rock, spin, tilt, fall, bounce and slide. Use books to support the importance and understanding of a healthy lifestyle. PE: Get Set For PE Gymnastics Unit 1	Dough Disco - build up fine motor skills ready to write. Yoga – build up core strength and balance. Practise pencil grip and control when writing. Continually support the development of letter formation and a fluid handwriting style using a dominant hand. Use one hand consistently for fine motor tasks. Cut along straight, curved and zig-zag lines with scissors. Obstacle activities – children move through, over, under and around equipment. PE: Get Set For PE Ball Skills Unit 1	Dough Disco - build up fine motor skills ready to write. Yoga – build up core strength and balance. Practise pencil grip and control when writing. Copy a square. Begin to draw diagonal lines like a triangle and colour inside the lines. Draw pictures that are recognisable and detailed. Build things with smaller linking blocks such as lego. Race/team games involving gross motor movements. PE: Get Set For PE Games Unit 1

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Literacy	Educational programme	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 they read with them, rhymes, poems and songs they enjoy 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).					
	Curriculum Goal	To become a Brilliant Bookworm who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using simple sounds and digraphs they have learnt).					
		To become a Wonderful Writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.					
	Comprehension Word Reading Writing	Monster Phonics: Phase 2 See long term phonics overview. Reading Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge Comprehension Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. Talk for Writing: Cold tasks of children's story knowledge, assess oral story telling and vocabulary.	Monster Phonics: Phase 2/3 See long term phonics overview. Reading Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Comprehension Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images and Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter sound correspondences. Enjoys an increasing range of books. Talk for Writing: Fiction: Gingerbread Man Non-fiction: Instructions – How to make a gingerbread man Story Café: Gingerbread Man	Monster Phonics: Phase 3 See long term phonics overview. Reading Rhyming strings, common theme in traditional tales, identifying characters and settings. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'. Comprehension Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Talk for Writing: Fiction: Supertato Non-fiction: Letter to the Pea Story Café: Supertato Adult led writing opportunities: Simple sentences Vegetable labelling Thank you letters	Monster Phonics: Phase 3 See long term phonics overview. Reading <i>Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non- fiction books.</i> <i>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</i> Comprehension Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events Talk for Writing: Fiction: Way Back Home Non-fiction: Diary of journey to space	Monster Phonics: Phase 4 See long term phonics overview. Reading Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Comprehension Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Talk for Writing: Fiction: Mr Grumpy's Outing Non—Fiction: Recount of our trip to the beach Story Café: Mr Grumpy's Outing Adult led writing opportunities: Postcards from the beach Descriptive sentences Speech bubbles Write a list for a picnic	Monster Phonics: Phase 4 See long term phonics overview. Reading Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Comprehension Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories. Talk for Writing: Fiction: Rainbow Fish Non-Fiction: Report on fish Story Café: Rainbow Fish Adult led writing opportunities: Descriptive sentences Fact files about sea creatures

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		<p>Fiction: The Little Red Hen</p> <p>Story Café: LRH</p> <p>Adult led writing opportunities: Name writing Shopping lists Labelling the environment Represent sounds they learn in simple words</p> <p>Children to begin experimenting with mark making and writing patterns in different mediums. Develop a dominant hand and good pencil grip. Start to give meanings to marks they make. Name writing practise daily and begin to write the letters correctly when following a model.</p>	<p>Adult led writing opportunities: Speech bubbles Letter to Santa Caption writing</p> <p>Label using initial sounds. Orally tell stories with adults acting as a scribe. Write CVC words to label characters. Write simple captions from traditional tales studied. Help children to identify the sounds that are making a word tricky. Sequence known stories.</p>	<p>Write some of the Phase 2 tricky words correctly. Independently writing CVC words to label and describe. Write captions in meaningful situations such as in the role play area or to label a picture/model made in the construction area.</p>	<p>Story Café: Way Back Home</p> <p>Adult led writing opportunities: Alien words and messages Fact files Simple sentences</p> <p>Draw and label own story maps, write captions for pictures and simple sentences to describe a scene. Write short sentences to match events that happen in stories. Sequence stories correctly and caption. Write character descriptions.</p>	<p>Write for a variety of purposes including lists for a picnic to take to the beach and to describe experiences seen in photos. Begin to use punctuation (capital letters, full stops and finger spaces) in writing. Form letters correctly.</p>	<p>Write in detail, spelling phonetically and with tricky words spelled accurately. Use some punctuation correctly (capital letters, full stops and finger spaces) in writing.</p>
Maths	Educational programme	<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 organizing 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>					
	Curriculum Goal	<p>To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities, quickly recall number bonds to 5 and some to 10.</p>					
	<p>Number</p> <p>Numerical Patterns</p>	<p><u>White Rose Maths</u></p> <p><i>Getting to know you</i> Baseline, counting songs and basic skills</p> <p><i>Just Like Me</i> Match and sort Making comparisons (compare amounts, size, mass and capacity) Explore pattern (make simple patterns)</p>	<p><u>White Rose Maths</u></p> <p><i>It's Me 1,2,3!</i> Representing, comparing and exploring the composition of 1,2,3 Geometry and spatial thinking (circles, triangles, spatial awareness)</p> <p><i>Light and Dark</i> Numbers to 5 (4 and 5, one more and one less) Geometry and spatial thinking (shapes with 4/5 sides) Measurements – Time (night and day)</p>	<p><u>White Rose Maths</u></p> <p><i>Alive in 5!</i> Introducing zero Comparing 1,2,3 Composition of 4 and 5 Compare mass (2) Compare capacity (2)</p> <p><i>Growing 6,7,8</i> 6,7 and 8 Making pairs Combining 2 groups Length and height Time</p>	<p><u>White Rose Maths</u></p> <p><i>Building 9 and 10</i> 9 and 10 Comparing numbers to 10. Bonds to 10 3D shape Pattern (2)</p> <p><i>Consolidation</i></p>	<p><u>White Rose Maths</u></p> <p><i>To 20 and beyond</i> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1)</p> <p><i>First, then, now</i> Adding more Taking away Spatial reasoning (2)</p>	<p><u>White Rose Maths</u></p> <p><i>Find my pattern</i> Doubling Sharing and grouping Even and odd Spatial reasoning (3)</p> <p><i>On the move</i> Deepening understanding Patterns and relationships Spatial reasoning (4)</p>
Understanding of the World	Educational programme	<p>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 the society including 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 their later reading comprehension.</p>					
	Curriculum Goal	<p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p>					

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		To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons by their home town is special and have an awareness of other people's cultures and beliefs.					
	Past and Present	Discuss and share in celebrations that are important to children and families in the cohort throughout the year as they occur as well as drawing attention to and learning about the major festivals that take place.					
	People, Culture and Communities	Seasonal changes to take place all year – look for changes in our outdoor area and Forest School.					
	The Natural World	Find out how we have changed and what makes us special. Look at our area, where we are in the country. Explore Much Wenlock and landmarks and create maps. Compare to a city – London Explore Forest School site and look at any seasonal changes. Explore push and pull – ramps investigation.	Compare England to countries around the world. Introduce world maps and globes. Explore animals that live in the different countries we visit. Build up a passport of all the countries we go to. Compare hot/cold places. Celebrate Bonfire Night Find out how we celebrate Christmas in our country and around the world – does everyone celebrate Christmas?	Explore changing seasons and the effect on the environment at Forest School. Explore cause and effect relationship – ice investigations. Find out about different occupations and how people can help us in our community. Chinese New Year	Look for signs of Spring and new life in Forest School and school grounds. Find out what is beyond our planet. Learn facts about the different planets. Find out about the first trip to the moon. Make rockets to launch – forces investigation. Historical figures – Neil Armstrong and Mae Jemison. Explore how Easter is celebrated.	Explore changing seasons and the effect on the environment at Forest School. Plant seeds and observe growth. Make maps linked to our beach trip. Floating and sinking investigation linking to Mr Grumpy's boat.	Look for signs of summer and the change in the environment. Explore habitats and animals that live under the sea. Find out facts about sea creatures. Explore how we can take care of the environment and the oceans. Make own recycled paper – changing state investigation.
	RE						
Expressive Arts and Design	Educational programme	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 communication 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.					
	Curriculum Goal	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it.					
		To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.					
	Creating with Materials Being Imaginative and Expressive	Introduce Art and Design areas of the classroom, explore materials available and how to use them creatively and safely. Teach joining skills with glue, tape and split pins and create a working wall with techniques to add to during the year. Teach making playdough. Look at colour mixing. Create self-portraits with paint and charcoal/pastels. Explore mediums for large and small scale art. Cooking bread – link to Little Red Hen.	Introduce design process – make fireworks and rockets. Design and make own Christmas cards. Cooking gingerbread men. Make clay hedgehogs and a shoe box habitat for them to hibernate. Leaf printing and leaf collages – colour and shape sorting. Make natural art with collections found at Forest School.	Explore printing with vegetables and patterns they came make. Design and make own superhero vegetable. Observational drawings of fruits and vegetables. Cooking vegetable soup. Artist study: Yayoi Kusama and Kandinsky. Explore patterns, dots, circles and bright colours. Use powder paint to paint large art outside. Dotty Art Day	Design and make planets using papier mache. Make rockets to launch – explore different materials and joining techniques. Cooking star biscuits. Explore work of Vincent Van Gogh and Monet. Use watercolours to paint observational paintings of plants and flowers in the style of artists above. Nature weaving – make a frame and weave with natural materials found in Forest School.	Design and make a boat to test in floating investigation. Paint landscapes from photos taken on the beach. Explore the work of Monet, Van Gogh and Degas beach landscapes. Collage, buildable landscapes using different textures. Cooking sandwiches for a picnic.	Collaborative under the sea art – mixing colours to create backgrounds and adding details over the top. Design and make fruit smoothies. Make large pirate ship together outside – add in detail and different materials/textures and design features. Design own flags and use material to make them. Wax resist under the sea pictures.

EARLY LEARNING GOALS

End of Year Expectations - Holistic / Best Fit Judgement

COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ART 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>

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At Much Wenlock Primary School we offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others.