

Reception - Long Term Planning

	<u>AUT1</u> <u>Journeys</u>	<u>AUT2</u> <u>Autumn Celebrations</u>	<u>SPR1</u> <u>People Who Help Us</u>	<u>SPR2</u> <u>Space</u>	<u>SUM1</u> <u>Farming</u>	<u>SUM 2</u> <u>Life Cycles</u>
Value	Koinonia Bible Story - Prodigal Son	Compassion Bible Story - The Nativity Story	Courage Bible Story - David and Goliath	Truthfulness Bible Story - The Easter Story	Creativity Bible Story - Creation Story	Service Bible Story - Good Samaritan
Trips	Theatre Trip - The Egg - We're Going on a Bear Hunt					Zoo Trip - Noah's Ark Farm and Zoo
PSED	Jigsaw - Being Me Weekly session with links to current events and teachings. Worship/ Worship Champions	Jigsaw - Celebrate Difference Weekly session with links to current events and teachings. Worship/ Worship Champions	Jigsaw - Dreams and Goals Weekly session with links to current events and teachings. Worship/ Worship Champions	Jigsaw - Healthy Me Weekly session with links to current events and teachings. Worship/ Worship Champions	Jigsaw - Relationships Weekly session with links to current events and teachings. Worship/ Worship Champions	Jigsaw - Changing Me Weekly session with links to current events and teachings. Worship/ Worship Champions
Pedagogy	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 peaceably. These attributes will provide a secure platform from which children can achieve at school and later in life.					
Physical	Specific Teaching PE - Movement Get set for PE Weekly welly walks Dough Discos, Pen Disco Yoga Hold and use a knife and fork correctly	Specific Teaching PE - Music and Movement Get set for PE Weekly welly walks Dough Discos, Pen Disco Yoga Hold and use a knife and fork correctly	Specific Teaching PE - Ball Skills Get set for PE Weekly welly walks Dough Discos, Pen Disco Yoga Hold and use a knife and fork correctly	Specific Teaching PE - Movement Get set for PE Weekly welly walks Dough Discos, Pen Disco Yoga Hold and use a knife and fork correctly	Specific Teaching PE - Music and Movement Get set for PE Weekly welly walks Dough Discos, Pen Disco Yoga Hold and use a knife and fork correctly	Specific Teaching PE - Ball Skills Get set for PE Weekly welly walks Dough Discos, Pen Disco Yoga Hold and use a knife and fork correctly
Pedagogy	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, coordination 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, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control precision helps with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					

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Communication and Language	Specific Teaching - Daily 'Quest Book' story time - Developing oracy - Think whilst you drink. What am I? Full sentence talking. - Reading for pleasure/library time - Secret Reader -Songs and poetry		Specific Teaching - Daily 'Quest Book' story time - Developing oracy - Think whilst you drink. What am I? Full sentence talking. - Reading for pleasure/library time - Secret Reader -Songs and poetry		Specific Teaching - Daily 'Quest Book' story time - Developing oracy - Think whilst you drink. What am I? Full sentence talking. - Reading for pleasure/library time - Secret Reader -Songs and poetry		Specific Teaching - Daily 'Quest Book' story time - Developing oracy - Think whilst you drink. What am I? Full sentence talking. - Reading for pleasure/library time - Secret Reader -Songs and poetry		Specific Teaching - Daily 'Quest Book' story time - Developing oracy - Think whilst you drink. What am I? Full sentence talking. #- Reading for pleasure/library time - Secret Reader -Songs and poetry		Specific Teaching - Daily 'Quest Book' story time - Developing oracy - Think whilst you drink. What am I? Full sentence talking. - Reading for pleasure/library time - Secret Reader -Songs and poetry	
Pedagogy	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 of and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.											
English T4W	Text The Colour Monster Genre Friendship Focus Exploring emotions and feelings	Text We're Going on a Bear Hunt Genre Journey Tale Focus Verbal retelling and mapping	Text Owl Babies Genre Fantasy Focus Verbal retelling and sequencing	Text Dear Father Christmas Genre Letters and lists Focus Using CVC format for writing	Text The Three Little Pigs Genre Warning Tale Focus Story maps and innovation	Text Have you seen the big bad wolf? Genre Wanted Poster Focus Description	Text Whatever Next Genre Adventure tale Focus Settings and description	Text Dear diary Genre Diary Entry Focus Beginning, Middle, End	Text The Little Red Hen Genre Problem Focus Sentences	Text Recipe Genre Instructions Focus Verbs	Text Way back home Genre Warning Tale Focus Invention	Text Genre Focus
Phonics	Sounds Write Units 1-3		Sounds Write Units 3-6		Sounds Write Units 7-8		Sounds Write Units 8-9		Sounds Write Units 11-11		Sounds Write Unit 11	
Pedagogy	It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).											
Maths	Text Counting to one by Caspar Salmon One ted falls out of bed by Julia Donaldson Focus Just Like Me (3 weeks)		Text 1 to 10 and back again Nibbles Numbers Focus It's me 1 2 3 (3 weeks) Light and dark (3 weeks)		Text Triangle by Jon Klassen Six Dinner Sid by Jaspers Beanstalk by Mick Inkpen Focus Alive in 5 (3 weeks) Growing 6 7 8 (3 weeks)		Text Circle by Jon Klassen 10 Black Dots - Donald Crews Focus Building 9 and 10 (3 weeks)		Text Square by Jon Klassen Mr Gumpy's Outing - John Burningham Focus To 20 and Beyond (3 weeks) First, then and now (3 weeks)		Text 1 is a Snail, 10 is a Crab by April Sayre and Jeff Sayre How many legs by Kez Gray Focus Find my pattern (3 weeks) On the move (3 weeks)	
Number Sense	Books 1 -3		Books 4 -5		Books 6 - 8		Books 9 - 10		Books 11 -13		Recap where needed	
Pedagogy	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 measure. 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.											

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Understanding the World	<p>Topic Specific Learning</p> <p>Families (Past and Present)</p> <p>Local Area (People, Culture and Communities)</p> <p>Season Autumn (The Natural World)</p> <p>https://docs.google.com/presentation/d/1mJuXzaBFnlSscotBf2xTFnr67WgZg1Nv/edit?usp=sharing&oid=103427113473946898810&rtpof=true&sd=true</p> <p>Link to Medium Term Plan :https://docs.google.com/document/d/1rNWP3H3INM7zFcyV0dNzNmyglUXzMGxur/edit?usp=sharing&oid=103427113473946898810&rtpof=true&sd=true</p>	<p>Topic Specific Learning</p> <p>Autumn/Winter Festivals (People, Culture and Communities)</p> <p>Nocturnal Animals (The natural World)</p> <p>Link to Medium Term Plan :https://docs.google.com/document/d/1gb1veiFiki0FIRML2E-VJ3-QW2X3a_0o/edit?usp=sharing&oid=103427113473946898810&rtpof=true&sd=true</p>	<p>Topic Specific Learning</p> <p>People who Help Us (People, Culture and Communities)</p> <p>Seasons Winter (The Natural World)</p> <p>https://docs.google.com/presentation/d/19v69wtzO2BQmC3eOf8uyhafTE2UbjgLw/edit?usp=sharing&oid=103427113473946898810&rtpof=true&sd=true</p> <p>Link to Medium Term Plan</p>	<p>Topic Specific Learning</p> <p>Neil Armstrong (Past and Present)</p> <p>Seasons Spring (The Natural World)</p> <p>https://docs.google.com/presentation/d/16HyeJskyqIMbVPlhZqECt3oP0wHvC3g_/edit?usp=sharing&oid=103427113473946898810&rtpof=true&sd=true</p> <p>Link to Medium Term Plan</p>	<p>Topic Specific Learning</p> <p>Farming (People, Culture and Communities)</p> <p>Life Cycle of a hen (The Natural World)</p> <p>Link to Medium Term Plan</p>	<p>Topic Specific Learning</p> <p>Plants and crops (The Natural World)</p> <p>Seasons Summer (The Natural World)</p> <p>https://docs.google.com/presentation/d/1G7RFDaCFohW-G2EZSl487jyCR7FDolt9/edit?usp=sharing&oid=103427113473946898810&rtpof=true&sd=true</p> <p>Link to Medium Term Plan :</p>
	<p>Specific Teaching</p> <p>Religious Education - Christianity</p> <p>Special Me – Who are we? (Reflection / Values)</p>	<p>Specific Teaching</p> <p>Religious Education - Christianity / Judaism</p> <p>Special Times 1 – Christmas and Hannukah (How Beliefs are Conveyed)</p>	<p>Specific Teaching</p> <p>Religious Education - Christianity / Judaism</p> <p>Special Places – Church and Synagogue (Practices and Lifestyles)</p>	<p>Specific Teaching</p> <p>Religious Education - Christianity / Judaism</p> <p>Special Times 2 – Easter and Passover (How Beliefs are Conveyed)</p>	<p>Specific Teaching</p> <p>Religious Education - Christianity</p> <p>Special Stories – God / Creation (Beliefs and Teachings)</p>	<p>Specific Teaching</p> <p>Religious Education - Christianity / Judaism</p> <p>Special Stories \- Jesus (Reflection / Values)</p>
Pedagogy	<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 increase 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.</p>					
Art and Design	<p>Specific Teaching</p> <p>Austins Butterfly</p> <p>How School Art Project Exhibition of Art Work with parents</p>	<p>Specific Teaching</p> <p>Andy Goldsworthy</p> <p>Link:https://docs.google.com/presentation/d/1eSKsYFHS2Md09_V7ufG47-ZYNJQkpmAR/edit?usp=sharing&oid=103427113473946898810&rtpof=true&sd=true</p>	<p>Specific Teaching</p> <p>Collage - Mother’s Day Cards</p>	<p>Specific Teaching</p> <p>Kandinsky</p> <p>Link:https://docs.google.com/presentation/d/1zGOBXM-EOV2-zz4RdDSseyuw_xvuq7Ra/edit?usp=sharing&oid=103427113473946898810&rtpof=true&sd=true</p>	<p>Specific Teaching</p> <p>Moving Parts Father’s Day Cards</p>	<p>Specific Teaching</p> <p>Sarah Morris</p> <p>Link:https://docs.google.com/presentation/d/1eSKsYFHS2Md09_V7ufG47-ZYNJQkpmAR/edit?usp=sharing&oid=103427113473946898810&rtpof=true&sd=true</p>
Pedagogy	<p>The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					