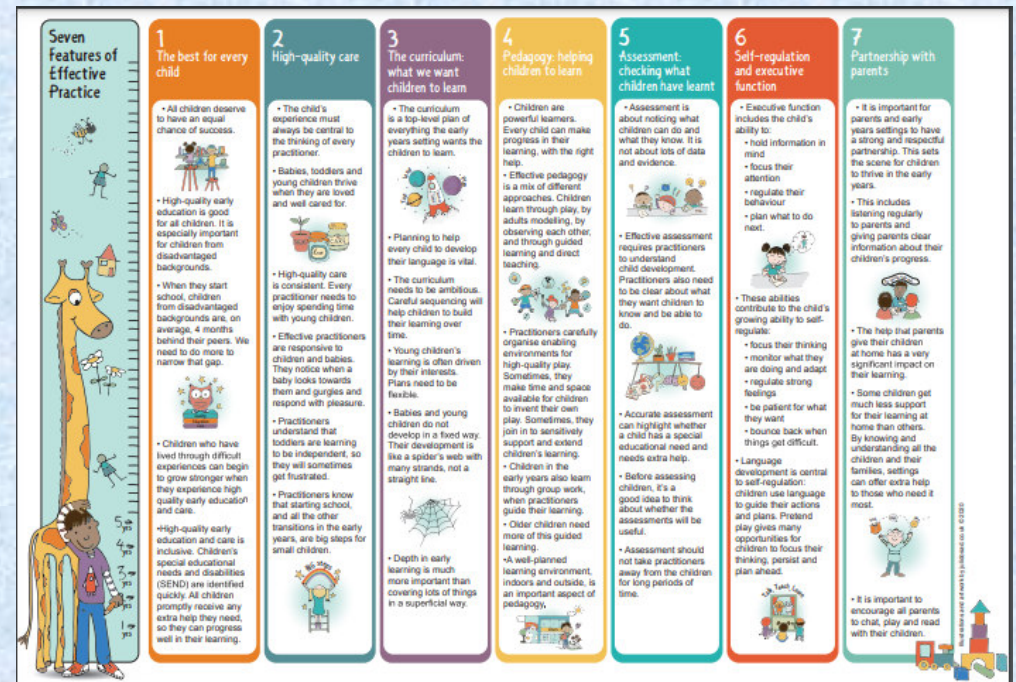


NAWTON AND ROSEDALE ABBEY FEDERATION EARLY YEARS PROGRESSIVE CURRICULUM

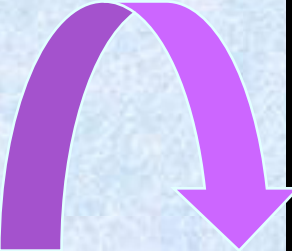
The children at Nawton Community and Rosedale Abbey Primary School will receive an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions to develop and deepen the children's learning opportunities and language acquisition. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 2021, children's own interests and our core texts. Our curriculum is designed to ensure that the children leave EYFS ready for the demands of the Year 1



Reception Long Term Plan


Characteristics of Effective Learning

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>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>
 <p>OVER ARCHING PRINCIPLES</p>	<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> <p>PLAY: At Nawton and Rosedale Abbey, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'</p> <p><i>EYFS Team</i></p> <p><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>OUR VALUES</p>	<p>Our intention is to deliver a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more.</p> <p>Our intention is that all pupils have SPIRIT:</p> <p>Strong sense of community</p> <p>Pride in all that they do,</p> <p>Independence,</p>					

	<p>Resilience and perseverance when facing challenges, Inquisitive thinking, Tolerance, kindness and respect to all others.</p>					
<p>ASSESSMENT OPPORTUNITIES</p>	<p>In- house Baseline (on-entry data) National Baseline (RBA) Phonic Assessment 1 (End of half term)</p>	<p>On going assessment (on track/not on track) Phonics Assessment Across Federation moderation</p>	<p>GLD Projections for EOY Phonics Assessment Cluster Moderation Meetings</p>	<p>On going assessment (on track/not on track) Phonics Assessment Across Federation moderation LEA Moderation meeting</p>	<p>Phonics Assessment Across Federation moderation</p>	<p>Reports EOY Profile data Phonic Assessment Cluster Moderation meetings</p>
<p>PARENTAL INVOLVEMENT</p>	<p>EYFS Introduction Helping your child to read - (sounds and blending) Parents Evening</p>		<p>Helping your child to read -- reading books Parents Evening</p>		<p>School Reports Teddy Bear's Picnic – Becketts Field – Transition for new starters</p>	

Reception Long Term Plan



Personal, social and 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 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.

Self Regulation

September (Baseline)

At the start of Reception children 'on track' will:

- Express a range of self aware emotions (happy, sad, angry, worried)
- Find a familiar adult for help to resolve conflicts with peers

	Autumn Term	Spring Term	Summer Term
Progression towards ELG	<ul style="list-style-type: none"> To be able to approach an adult if they feel upset about something, seek emotional support for themselves. To approach adults in a respectful way when intervention or attention is needed. To wait for their turn for resources (adult to support problem solving skills) To begin to show perseverance and resilience and develop an awareness that mistakes are an important part of learning. To build respectful relationships by beginning to follow expectations within the unit 	<ul style="list-style-type: none"> To be aware of emotional support requirements for others and begin to understand the effect that they can have on others' emotions. To start to listen to other children or groups and wait to have their turn to speak To start initiating and negotiating with regard to sharing with their peers, modelled by adults if necessary. To persevere with a task that they find tricky To actively and positively follow expectations in the unit. 	<ul style="list-style-type: none"> *Regulate own behaviours in order to find solutions to conflicts and meet simple goals. To be able to read the contexts and conversation cues to be able to decide when to interrupt or to seek support from elsewhere To be able to regulate themselves to wait until what they want is available To persevere with an activity that they have chosen and to know when it is 'finished' before moving on. Follow instructions involving several ideas even when child is immersed in independent learning.

ELG: By the end of reception

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.

Managing Self

September (Baseline)

At the start of Reception children 'on track' will:

Becoming independent with an ever-increasing range of personal skills e.g. putting on own socks and shoes, fastening/unfastening zips and large buttons, helping with small responsibilities (e.g. giving out the cups at snack time).

Make healthy choices about food, drink,

Show their confidence and self-esteem e.g. outgoing towards people, taking risks, trying new things or new social situations, being able to express their needs and ask adults for help

Be able to follow routines, rules and adult direction (expectations) and understand why they are important.

	Autumn Term	Spring Term	Summer Term
Progression towards ELG	<ul style="list-style-type: none"> Be able to separate from their main carer happily and come into school independently. Can take coat on and off and hang it up on their own peg. Learn and follow the school rules in different contexts (lunchtime, outdoors, in the classroom). Use appropriate manners at snack time, or when asking for help with clothing (putting on gloves, shoes etc). Communicate to an adult if they have had an accident or need personal hygiene support. Open to trying new activities and giving new experiences a go. Will try again if they don't succeed the first time 	<ul style="list-style-type: none"> Know and talk about sensible amounts of screen time and sleep. Understand why we need rules and how they help to keep us safe. Can relay rules to others. Can get into and out of dressing up clothes mostly independently. Can take socks and shoes off independently for yoga (support provided with laces) and put shoes back on the right feet. 	<ul style="list-style-type: none"> Know and talk about tooth brushing and regular physical activity. Maintain focus for a longer period of time, not be afraid to alter their approach and meet a challenge. Notice and observe if they or others break the rules and understand there will be a consequence for their actions. • Can say what they have done right or wrong and why. Show an understanding of why exercise is important, why we need to warm up and why we need healthy food for energy and to keep our bodies healthy. • To be able to compare two items of food and explain why one is better than the other for our bodies.

ELG: By the end of reception

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.

Building Relationships



September (Baseline)

At the start of Reception children 'on track' will:

Play with one or more other children, extending and elaborating play ideas.

Talk about how others might be feeling and responds according to their understanding of the other person's needs and wants

Identify themselves in relation to social groups and to their peers e.g. who is in nursery, reception or class 2

Progression towards ELC	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> • Work alongside peers, sometimes interacting but can be consumed in own interests • Can separate from an adult when entering school confidently and form positive attachment to adults in the unit • See themselves as a valuable individual • Begin to build constructive and respectful relationships, with high levels of support when necessary. 	<ul style="list-style-type: none"> • Can work with another child to complete a task, showing awareness of other's needs (support from an adult as needed) • Can interact with friends sometimes leading the play but also coping when the play is led by other children. (Support from an adult as needed) • Will happily work with the adults familiar to them in the setting • Has a friendship group within the setting but is able to work with other children outside of this group • To start initiating and negotiating with regard to sharing with their peers, modelled by adults if necessary 	<ul style="list-style-type: none"> • Can work with another child to complete a task, whether child led, or adult directed with little direction needed from an adult • Play alongside others cooperating, taking turns and can solve conflict if arises • Will initiate and respond to conversations from unfamiliar adults within school and is able to show them something that they are proud of and explain why • Has a friendship group within the setting but sometimes chooses to work alongside others and then reintegrate without conflicts.
ELC: By the end of reception 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.			

Reception Long Term Plan



communication and	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
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language	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.
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Listening, attention and understanding

September (Baseline)

At the start of Reception children 'on track' will:

Enjoy listening to stories and can remember much of what happens

To be able to understand and follow adult directions in a range of contexts, e.g. It's time to stop and tidy up'

Understand 'who', 'what' questions when talking about a story or an event

Understand a question or instruction that has 2 parts, such as 'Get your coat and wait at the door'

Progression towards E&LG

Autumn Term

- Able to attend to simple stories and display an increasing ability to listen.
- Engage in rhyming activities
- Is beginning to understand and respond to questions with increasing accuracy (what, why, where, when, who and how.)
- Responds to two and progressively multiple step instructions.
- Able to talk 'with' and not just 'to' a peer
- Respond to questions from an adult as part of a simple stories and develop comprehension

Spring Term

- Able to attend and engage in story sessions for the duration of the story
- Able to engage in rhyming activities and display an increasing knowledge and awareness of rhyme.
- Able to recall simple stories and develop comprehension of story events.
- Able to listen attentively and talk about the content of non-fiction books, deepening knowledge and vocabulary.
- Able to talk 'with' and not just 'to' a peer – asking questions to continue a conversation thread

Summer Term

- Able to listen attentively, for a sustained period, when being read to, during whole class discussions and during small group interactions.
- Able to listen attentively to both fiction and non-fiction books.
- Able to respond to what they hear by asking relevant questions, comments and or actions.
- Able to generate and ask questions to clarify understanding.
- Able to engage actively in conversation by contributing effectively in back and forth oral exchanges with a range of familiar adults and peers.

E&LG: By the end of reception

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

Speaking

September (Baseline)



At the start of Reception children 'on track' will:

Be able to sing a simple nursery rhyme all the way through e.g., Twinkle, Twinkle Little Star

Develop their pronunciation but may have problems saying some sounds, r,j,th,ch and sh and multisyllabic words such as 'pterodactyl', 'subitising' and 'hippopotamus'

Speak clearly in a sentence using 4-6 words consistently

Use talk in their play, e.g. 'Let's go on a bus...you be the driver...I'll sit here'

Start a conversation with an adult / friend and continue it for many turns

Progression towards ELC

Autumn Term	Spring Term	Summer Term
<ul style="list-style-type: none"> Look at and listen carefully to the person they are speaking to. Begin to learn new vocabulary Wait for their turn to speak and respond appropriately. Speak in a full sentence using the correct word order– when prompted or supported. Begin to develop their own narratives (tell their own stories/versions of a story) and explanations by connecting events and stick to the same topic Begin to connect one idea or action to another using a range of connectives – and Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen – think out loud how to work things out Learn rhymes, poems, and songs. Retell a story once they have a deep familiarity 	<ul style="list-style-type: none"> Uses new taught vocabulary in context. Connect one idea or action to another using a range of connectives – and, then, but Describe events in some detail. Articulate their ideas and thoughts in well-formed sentences – use complete sentences in their everyday talk Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen – encourage children to talk about their problem together and come up with ideas for how to solve it Use social phrases without prompting. Retell a story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Learn rhymes, poems, and songs 	<p>Confidently and frequently join in with small group, class, and onto-one discussions, offering their own ideas in a clear voice.</p> <ul style="list-style-type: none"> Demonstrate use of their newly learnt vocabulary without being prompted to join in by an adult. Offer explanations for why things might happen, making use of introduced vocabulary from stories, non-fiction, rhymes, and poems when appropriate Use the correct verb tense when retelling a story or discussing a topic, e.g., walked, walking, will walk Confidently describe events in chronological order <ul style="list-style-type: none"> Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities. Explain how things work and how they might happen – give children problem solving words and phrases to use in their explanations. Can appropriately verbally disagree without being upset. Knows a wider range rhymes, poems, and song off by heart.

ELC: By the end of reception

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.

Reception Long Term Plan 20

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 practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Fine Motor Skills



September (Baseline)

At the start of Reception children 'on track' will:

- Manipulate a range of tools and equipment in one hand, e.g. paint brushes, scissors, tweezers, glue sticks
- Hold equipment/tools consistently in the same hand, e.g., pencil, paint brush, glue spreader.
- Hold a pencil in the same hand using a tripod grip and demonstrating some control when mark making, name writing, drawing etc.

	Autumn Term	Spring Term	Summer Term
Progression towards E&LG	<ul style="list-style-type: none"> • Draw lines and circles using anticlockwise movements. • Copy writes their Christian name. • cut round simple shapes/lines with scissors • Use a fork and spoon to eat with and begin to use a knife. • Put on their own coat and fasten their zip. • Become more independent in managing their own hygiene needs such as going to the toilet, washing hands etc. • Can thread small items onto dowelling or thick string using a pincer grip. • Can use tweezers to pick up and transfer items. • Can use the squeeze, roll, pat and pinch the playdough with pressure. 	<ul style="list-style-type: none"> • Begin to use a range of tools with increasing accuracy e.g., pencils, paintbrushes, scissors, tweezers, playdough tools • drawing recognisable pictures. • Begin to use a knife to cut their food. • Write their names forming the letters correctly. • Form recognisable letters. • Dress themselves including fastening zips and buttons. • Go to the toilet independently and wash their hands 	<ul style="list-style-type: none"> • Hold a pencil effectively and with good control- using the tripod grip in almost all cases. • Form recognisable letters, most of which are correctly formed. • Use scissors correctly and with accuracy. • Use paint brushes with control to paint recognisable pictures. • Uses cutlery effectively including cutting their food with a knife and fork. • Show more accuracy and care when drawing. • Colouring in shows care and is mostly within the lines.

E&LG: By the end of reception

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.

Gross Motor Skills

September (Baseline)

At the start of Reception children 'on track' will:

Go up and down stairs, or climb up apparatus, using alternate feet

Increasingly join in with sequences and patterns of movements (wake up shake up)

Begin to choose different ways of moving which match their physical skills e.g. deciding whether to crawl, walk or run across a plank.

Pedal on a tricycle or push self along on a scooter.

To Kick/throw a ball, getting it to go in the desired direction.



Progression towards ELC	Autumn Term	Spring Term	Summer Term
	<ul style="list-style-type: none"> Explore the fundamental basic movement skills of rolling, walking, running, and skipping, crawling, jumping, hopping, and climbing. Respond to the instruction "To Stop" when in PE. Be aware of people around them. Work together safely to move equipment safely such as planks, crates, and large blocks outside. Being able to make large muscle movements with control. Confidently use a range of large apparatus outside (trim trail, A frame) Explore a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Use their core muscle strength to achieve a good posture when sitting at a table or on the floor. 	<p>Revise the fundamental basic movement skills of rolling, walking, running, and skipping, crawling, jumping, hopping, and climbing.</p> <ul style="list-style-type: none"> To be able to throw and catch a large ball Progress towards a more fluent style of moving with developing control and grace. Confidently use a range of large and small apparatus indoors and outside, alone and in a group Beginning to develop an overall body strength, coordination, balance, and agility needed to engage successfully with yoga. Develop a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. 	<p>Refine the fundamental basic movement skills of rolling, walking, running, and skipping, crawling, jumping, hopping, and climbing.</p> <ul style="list-style-type: none"> Choose and use the most appropriate equipment for a game or task. Be able to play a game, understanding simple rules in pairs or small groups. Combine different movements with ease and fluency. Continue to develop an overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including games. Refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.

ELG: By the end of reception

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

Please see the LTP Complete PE Planning. Children will be taught PE by Hawkes Health and Fitness each term.

Reception Long Term Plan

literacy	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
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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).

Comprehension



September (Baseline)

At the start of Reception children 'on track' will:

- Say who the characters are in the story.
- Say what might happen next in the story
- Retell a very familiar story – with picture prompts
- Look at and enjoy books independently and know that books are read from Left to Right and front to back

Autumn Term

- Join in with predictable words, phrases, and refrains
- Begin to answer simple questions about a familiar book/text orally.
- Sequence three pictures in order from a very familiar and well-known story – beginning, middle and end.
- To be able to retell/join in with retelling three well known stories using puppets, small world story set ups or story maps.

Spring Term

- Re-read books based on their phonic ability to build up their confidence in word reading, their fluency and their understanding and enjoyment
- Read and understand simple phrases and sentences – based on their phonic ability
- Engage in extended conversations about stories, learning new vocabulary
- Answer simple questions about a familiar book/text orally during whole class story
- Sequence pictures in order from a familiar story – beginning, middle and end, using narrative language to retell the story .
- Children can name the different parts of books (blurb, index, contents, heading)

Summer Term

- Re-read what they have written to check that it makes sense.
- Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.
- Engage in extended conversations about stories, demonstrating the correct use of new vocabulary and demonstrating their understanding by using the new vocabulary in the correct context and in conversation.
- Explain how characters may be feeling based on their knowledge of the story or other similar stories.
- Answer simple questions about a familiar book/text in group/guided RWI sessions
- Read and understand more complex captions and sentences – link directly to their phonic knowledge.
- Sequence pictures in order – beginning, middle and end, using narrative language and new vocabulary to retell the story.

Progression towards ELC

- Make detailed predictions about how the story might end, develop, and anticipate key events within the story.
- To be able to retell/join in with retelling several traditional tales – (classic and new)

ELG: By the end of reception

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.

Word Reading

September (Baseline)

At the start of Reception children 'on track' will:



- Be interested in words that rhyme by finishing a rhyming string,
- Independently clap the syllables in words
- Hear and says the initial sound in words e.g. can tell you the initial sound in their name, can play I spy with a few choices
- Engage in activities involving segmenting and blending spoken words orally (Fred Talk)

Progression towards EPG

Autumn Term

RWI – Set 1 sounds

Assisted Blending using magnetic letters

- Children can read individual letters by saying the sounds for them

RWI – Set 1 sounds

Independent blending

Sound Blending Books

Ditty Mastercopy sheets

Children can blend sounds into words. Children can read some digraphs (th, ch, sh, ng, nk, qu)

- Children read simple phrases made up of words with known sounds.

Spring Term

RWI – Review set 1 sounds intro set 2
(ay, ee, igh, ow, oo, oo)

Red Books

Children continue to read some digraphs
Children can read a few common exception words linked to RWI

I, of, my, to, the, no, put, for he

Children read simple phrases and sentences made up of words with known sounds.

Summer Term

RWI review set 2 sounds taught so far
(air, ir, ou, oy)

Green Books/Purple/Pink Books

Children continue to read digraphs
Children can read common exception words linked to RWI

Your, you, said, are, me, she, we, be, like, some, all, want

Children read sentences made up of words with known sounds.

Children re-read books to build up their confidence with word reading, fluency and understanding

EPG: By the end of reception

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.

Writing

September (Baseline)

At the start of Reception children 'on track' will:



- Ascribe meanings to signs, symbols and words that they see in different places, including those they make themselves
- Include mark making and early writing in their play
- Imitate adults' writing by making continuous lines of shapes and symbols (early writing) from left to right
- Write some or all of their name, or other names and words, using combinations of lines, circles and curves, or letter-type shapes

Autumn Term

RWI – Set 1 sounds

- Handwriting – letter formation (lower case)
- Can write their own name.
- Can segment cvc words using the sounds they know (magnetic letters)
- Can segment cvc words and write down the sounds.
- Can write simple labels and lists using phonic knowledge
- Can use the RWI frieze to support their writing of letters in guided writing and their play (may be prompted)
- Story mapping (T4W) orally compose sentences telling story through own pictures.

Spring Term

RWI – Review handwriting of set 1 sounds so they accurately formed

- Can hold a sentence – can write simple dictated sentences to develop understanding of structure – begin to use finger spaces and full stops.
- Can spell phonetically cvcc/ccvc words including digraphs sh, th ch, ng, nk
- Can use the RWU frieze independently to write letters.
- Can copy tricky words correctly when needed.
- Can compose sentences orally for shared writing.

Summer Term

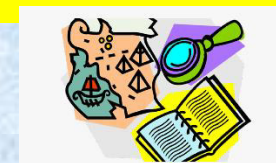
Handwriting – developing consistency with size and orientation

- Can compose short phrases and sentences. Finger spaces and full stops are imbedded.
- Can read back their own writing and check it makes sense.
- Can spell words with set to sounds in such as ay, ee, oo etc.
- Can spell some red words from memory in their writing
I the my me he she of to no

ELG: By the end of reception

Can write recognisable letters, most of which are correctly formed. Can spell words by identifying sounds in them and representing the sounds with a letter or letters. Can write simple phrases and sentences that can be read by others.

Reception Long Term Planning



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.

Past and Present

September (Baseline)

At the start of Reception children 'on track' will:

- Shows an awareness of time of the day morning, dinnertime, afternoon, and evening.
- Can talk about photos/objects from experiences in their own lives "this was me at the farm . (looking through learning journeys/floorbooks)
- Can use some words to sequence, e.g, first, then, next, after that, in the end.

Progression towards ELC

Autumn Term

Can sequence key memories that happened in own lives.
Beginning to sequence memories in the lives of family members.
Use books, stories and videos to find out and talk about historical figures and events (Remembrance Day/Guy Fawkes)
I know there are days of the week and can sequence these.
I understand there are special dates and times that repeat every year (birthdays, Halloween, Bonfire Night, Remembrance Day, Christmas).

Spring Term

To share stories from the past and talk about what they see within the texts..
I can share my likes/dislikes.
Can understand and explain that there are similarities and differences between people of different ages.
Can describe memories that have happened in own lives.
To know about key events that happen in spring term e.g., Mothering Sunday and Easter.

Summer Term

Can sequence the seasons of the year.
Can talk about events using the past and present tense.
Understands the terms before and after.
To share stories from the past linked to compare current life to what is shown in the stories.

ELG: By the end of reception

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.

People, Culture and Communities

September (Baseline)

At the start of Reception children 'on track' will:

- Can talk about the roles of different occupations in the community

- Know there are other places that are similar and different to Nawton.
- Can talk positively about the differences between people.

Progression towards ELG

Autumn Term

Children begin to develop an understanding of different religious occasions from around the world. – Harvest Celebration, Diwali, and Christmas
 Can draw and follow simple fictional maps
 Know that pictures and symbols on maps tell us about features and places.
 Know that directions can be followed and lead to different places.
 Can talk about familiar features they see in own environment (home/school)

Spring Term

Develop their knowledge of the celebration of special times from around the world and where these take place locally, including the buildings – children engage further with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year – i.e., Chinese New Year, Pancake Day, The Easter Story .
 Know they live in Nawton, England – can recall own address (house number, street name)
 Can compare the different types of homes in England and other countries.
 Children notice that some places and environments are similar/ different to the place they live.
 Can draw and create own maps using real object and or pictures/symbols

Summer Term

Can name other countries including those they may have visited.
 Can talk about real maps and electronic globes (Google Earth)
 Can make comparisons between daily life for children in different countries
 Can use photos, maps and books plus their own experiences to compare different places.
 Can follow simple directions (up/down/left/right)

ELG: By the end of reception

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.

In addition to this planning children will also be taught weekly RE lessons using the North Yorkshire Syllabus and RE Today scheme of work

The Natural World

September (Baseline)

At the start of Reception children 'on track' will:

- Use their senses to explore materials and talk about they know.

- Can name animals (cow, sheep, pig, horse, hen, dog, cat, fish, rabbit, guinea pig, snake, crocodile, butterfly, bee, frog)
- Can describe the weather (sunny, cloudy, rainy, windy, snowy)
- Understand how to take care of their environment and living things.
- Talk about what they see using everyday language

Progression towards ELG

Autumn Term

Explores non contact forces – magnetism, gravity, floating and sinking.
Can talk about the lifecycle of a tree using the correct language.
Can describe and make comparisons between materials. Talk about changes to materials.

Spring Term

Can compare different environments using simple geographical language
Can name and explore their 5 senses.
Can talk about the life cycle of a human using the correct language
Explores and talks about changing states (freezing/melting)

Summer Term

Can compare different environments using simple geographical language
Can talk about the lifecycle of an insect using the correct language
Can use the correct basic scientific vocabulary to describe plants – petal, leaves, stem, roots
Can talk about what plants need to survive and grow healthily.
Can talk about where animals live

Can name the 4 seasons and talk about the changes in natural world (plant growth)

Can ask and answer 'how' and 'why' questions about how the seasons can affect the natural world eg acorns and conkers are found in autumn, some trees have no leaves in winter, blossom grows in spring etc

ELG: By the end of reception

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..

Autumn

Spring

Summer

<p>COMPUTING</p> <p>Our aim is that the children leave class 1 having had their lessons brought to life through ICT.</p> <p>The new EYFS Framework acknowledges that children are now surrounded by technology in their every day life.</p> <p>Our Computing teaching prepares children with the skills they will need in KS1 and develops their understanding and thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed.</p>	<p>I show an interest in technological toys.</p> <p>I can use the mouse to track the cursor, point and click to make marks</p> <p>I can operate simple equipment.</p> <p>I can use a mouse to click and drag objects.</p> <p>I can independently complete tasks on Purple Mash.</p> <p>I can put my completed work into my 'tray'.</p>	<p>I can complete a simple program on a computer.</p> <p>I can type their name (2 publish)</p> <p>I can recognise that technology is used in places such as homes and schools.</p> <p>I can type labels/captions.</p>	<p>I can log into my own Purple Mash area.</p> <p>I can select and use technology for particular purpose.</p> <p>I can select an appropriate programme.</p> <p>I can select and use technology for particular purpose</p> <p>I can save my work.</p>
<p>SMART RULES – I know how to be safe when using technology</p> <p>I know the SMART rules</p> <p>To use a digital device if an adult is around.</p> <p>To tell an adult if they see something on a digital device that upsets them.</p> <p>To know not to give out any information about themselves.</p> <p>To know that not everything they see on the internet is true.</p>			

Children will have access to Purple Mash

Reception Long Term Plan

GENERAL THEMES	Autumn	Spring	Summer
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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 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.

September (Baseline)

At the start of Reception children 'on track' will:

- Can name colours and use ready mixed paints with some support
- Draws potato people (faces show simple features)
- Can use glue and will explore different materials to collage with
- Explores dough using different tools to create effects
- Can create stack with blocks to create stable towers
- Uses glue or tape to join materials together
- Explores musical instruments by banging, striking or shaking
- Joins in simple nursery rhymes and action rhymes
- Acts out familiar experiences in the role play area
- Engages with small world play



Painting			
	<p>Can hold a paintbrush in the correct grip with some reminders. Experiments with using thick and thin brushes</p> <p>Can mix primary colours to make secondary colours (ready mix).</p> <p>Can use colour block palettes to paint with meaning</p> <p>Understands to print that they must press down and carefully lift off with printing tool.</p>	<p>Correctly holds a paintbrush. Uses thin brushes to add detail.</p> <p>Adds white to alter a shade or a tint of paint.</p> <p>Uses colour block palettes to paint bodies and shapes for objects that are appropriate in size and have some features.</p> <p>Can print simple shapes without adult prompting. Can print simple shapes but helped with using the space to build up composition.</p>	<p>Can use good control to correctly hold and paint carefully in the lines. Mixes and matches to a specific colour or shade needed. Can create meaningful pictures when painting, from observation, starting to include finer details.</p> <p>Can independently print clear representations to create full pictures sometimes adding fine detail.</p> <p>Can explore one line symmetry with activities such as folded painted butterflies</p>

Drawing	<p>Draws bodies and faces with some features</p> <p>Draws simple things from memory or uses ideas from objects/pictures.</p>	<p>Draws self portraits and will add features such as eyebrows, teeth, hair</p> <p>Uses sausage limbs when drawing bodies. Bodies are starting to be appropriate in size</p> <p>Beginning to draw simple landscapes, buildings, transport etc</p>	<p>Can draw things they closely observe adding detail.</p> <p>Drawing landscapes, buildings and transport with more detail.</p> <p>Draws fine detailed imaginative worlds.</p>
Collage	<p>Can use glue sticks and spatulas independently – to spread across materials.</p> <p>Can describe and use different textures.</p> <p>Begins to weave in mesh.</p>	<p>Can add other materials exploring texture (Language and vocabulary more specific than Autumn).</p> <p>Can explore holding a sewing needle.</p>	<p>Can make collages and mosaics adding detail with a wider range of textures.</p> <p>Can weave materials on a smaller scale</p> <p>Can begin to use the skill of sewing over and under to make a running stitch with support.</p>
Sculpture/Clay	<p>Can make something with dough/clay and give meaning to it.</p> <p>Using malleable materials they can make something with clear intentions</p>	<p>Can make something with clear intentions from start to finish adding additional materials.</p>	<p>Can use a variety of techniques and shapes to sculpt.</p> <p>Additional materials are carefully selected to enhance model,</p> <p>Builds models that replicate those in real life using a variety of resources.</p>
Sculpture/Wooden Blocks/Construction Kits	<p>Can make enclosed spaces and shapes such as walls, tunnels, houses.</p> <p>Can work with my friend and we copy, share and develop ideas together.</p>	<p>Can cover and bridge in my constructions by adding towers, roofs, bridges and more detailed features.</p> <p>Can plan and create collaboratively, sharing ideas with my peers and developing ideas further.</p>	<p>Can adapt and improve models with added features.</p> <p>Add improvements to ensure stability, scale and fit for purpose.</p>
Junk Modelling	<p>Can develop and share ideas with support from an adult or my friend.</p> <p>Can cut along paper in a straight line with improving accuracy.</p> <p>Joins items together with glue sticks or tape (tape may need cutting)</p>	<p>Can work with my friend and we copy, share and develop ideas together.</p> <p>Can cut curved lines and simple shapes.</p> <p>Can make something and give meaning to it.</p> <p>Joins items in a variety of ways (tape, hole punch, string, glue)</p>	<p>Can work independently to develop ideas and consider improvements.</p> <p>Can cut around complex shapes.</p> <p>Can make something with clear intentions.</p> <p>Uses a range of joining techniques showing an understanding of choice is fit for purpose.</p> <p>Can explore and add moving parts .</p>
Singing and Dancing	<p>Can sing part/most of some familiar songs.</p> <p>Sings in a small group</p> <p>Shares likes and dislikes about a watched performance</p>	<p>Sings in a group matching pitch and melody.</p> <p>Can sing whole songs that are familiar to them.</p> <p>Can copy dance moves</p>	<p>Sings in tune following the melody.</p> <p>Can replicate dances.</p>
Role Play/Small	<p>Uses set up props to retell known stories and</p>	<p>Uses own experiences to develop storylines in the role</p>	<p>Enhances small world with resources they have made or</p>

world	rhymes. Reinvents new stories based on familiar stories using the props in role play and small world.	play area Can use their imagination to develop complex storylines into their play.	uses resources around the classroom in a creative way. Works as part of a group to retell know stories in the correct sequence using given props or props they have made themselves.
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ELG: By the end of reception

Creating with Materials

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

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.

Music will be taught using the charanga scheme and will follow the music long term plan.