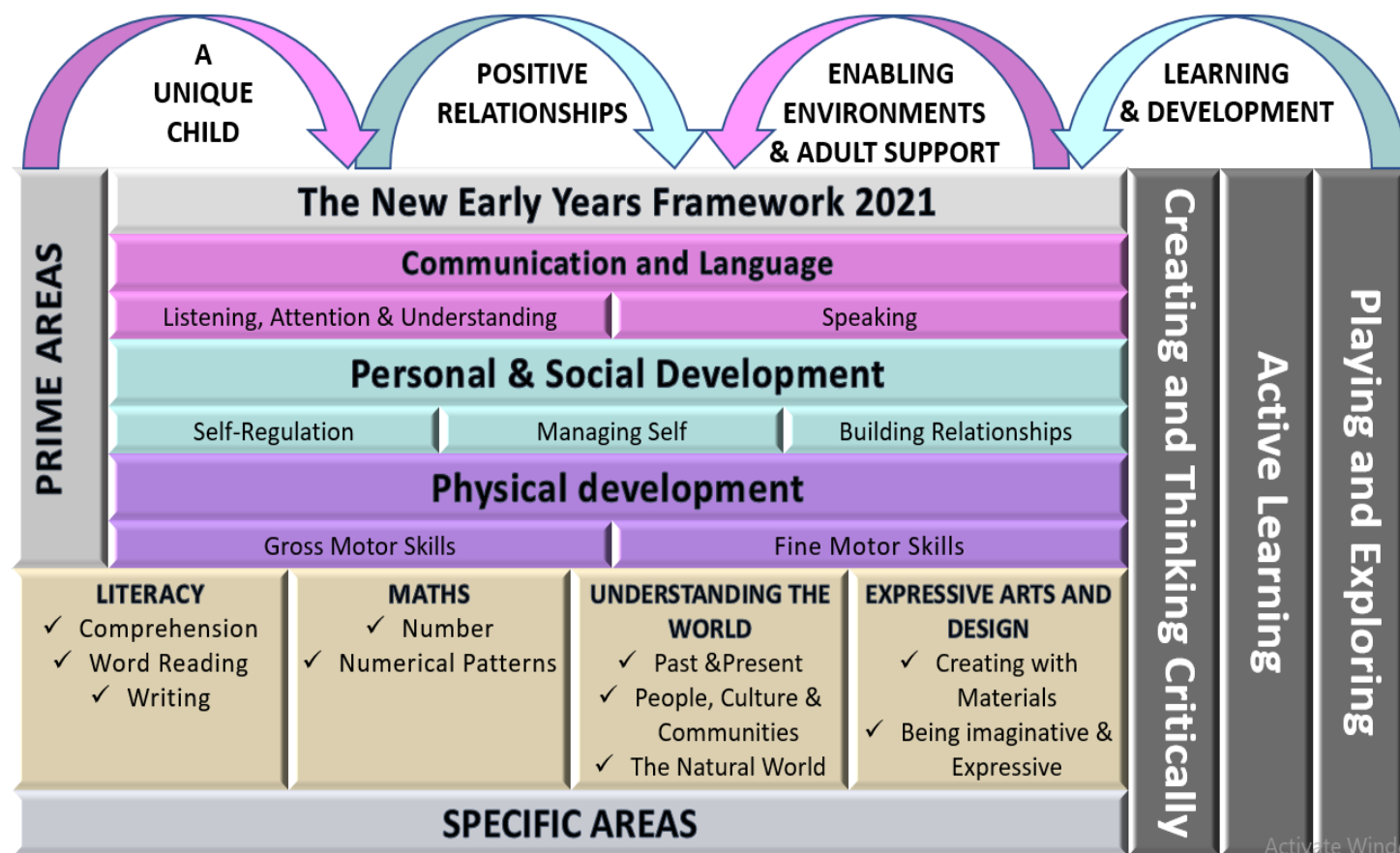




Reception Long Term Plan

"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision. We want to offer our children first hand, exciting experiences and opportunities. At ARH, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year." ARH EYFS Team.

"Children will have an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests."
ARH EYFS Team



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

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.

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.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

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.

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.

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.

PLAY: At Alderman Richard Hallam School, we understand that children learn best when they are happy, engaged, 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.'. EYFS Team

We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.

Reception Long Term Plan

	Me, Myself and where we live	Seasons of Change	What's your Emergency	On the Highstreet	People of the World	Traditional Tales
General Themes NB: These themes may be adapted at various points to allow for children's interests to flow through the provision	Starting school / my new class / New Beginnings How have I changed? My family tree What am I good at? How do I make others feel? Being kind / staying safe Tyes of houses/local walk Exploring the school grounds/maps Comparing schools now to the past	Exploring the 4 seasons Halloween Harvest Diwali Remembrance Bonfire night The Nativity At the Panto Christmas Lists Letters to Father Christmas	Real life superheroes: Dentist, Doctors, police, nurse, fire, vets, life guards Staying healthy / Food / Human body Water safety Fire safety Good and bad choices transport			Exploring traditional tales Drama Talk4writing Good and bad choices Stranger danger Materials
Possible Texts and 'old favourites'	The colour monster goes to school Haryy and the dinosaurs go to school The family book (no outsiders) Blue chameleons (no outsiders) Red rocket and rainbow jelly (no outsiders) You choose (No outsiders) On the way home A place called home	Christmas Story / Nativity Rama and Sita The leaf Man Hovis the Hedgehog (bonfire night) Stick Man The Gruffalo Going on a leaf hunt The night before Christmas Serens Seasons Pumpkin soup Tree seasons come and seasons go	Burglar Bill Fireman Sam Supertato Super vet Funny Bones Going to the dentist The lifeguard dog Superhero stories			Three Billy Goats Gruff Goldilocks and the 3 bears Jack and the Beanstalk Little Red Riding Hood Snow white Rupunzal Cinderella
'Wow' moments / Enrichment afternoons	Birthdays Favourite Songs Talent show What do I want to be when I grow up? Video for parents. Local walk Treasure hunt around the school	Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety Children in Need Anti- Bullying Week Halloween	Chinese New Year Random Acts of Kindness Week Valentine's Day Internet Safety Day Visits from local emergency services First aid day	Easter time/Easter egg hunt	Animal encounters Visit to farm/zoo pet Mother's Day Science Week	Father's Day Heathy Eating Week Sports day (parents) Ice – Cream on the field cooking

Reception Long Term Plan

	Me, Myself and where we live	Seasons of Change	What's your Emergency	On the Highstreet	People of the World	Traditional Tales
Assemblies / Sharing Circles We will 'dip in and out of each area' each term as and when we need to.	Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned , respected, and celebrated.	Mutual Tolerance Mutual tolerance of those with different faiths and beliefs and for those without faith.	Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary.	Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.	Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.	Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.
Assessment opportunities	Go through and discuss transition info and more info sheets In-house - Baseline data on entry	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation Autumn 2 Assessments Phonics assessments	Cluster moderation EYFS team meetings Phase meeting and internal moderations Data analysis	Pupil progress meetings Parents evening info EYFS team meetings Spring 2 assessments Phonics assessments	Cluster moderation EYFS team meetings Data analysis	Pupil progress meetings Reports EYFS team meetings EOY data Phonics assessments
Parental Involvement	Staggered Start Parent visits/ Parents Evening Harvest Assembly School intro assembly	Xmas concert Phonics workshop Parents Evening Book at Bedtime Starting to read LLS workshop	Maths workshop Share a story Look at me! Talent show!	Parents Evening Art workshop / Gallery Share a story	Share a story Planet protector day/recycling	Proud Clouds Share a story Parents Evening Parent's breakfast Sports day

Reception Long Term Plan

Communication and Language	Me, Myself and where we live	Seasons of Change	What’s your Emergency	On the Highstreet	People of the World	Traditional Tales
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, storytelling 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.						
C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, opportunities for role play, show and tell, play partnering and a daily story time.	Vocabulary	Learn new vocabulary	Use new vocabulary throughout the day	Develop social phrases	Use new vocabulary in different contexts	Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen
	Recap and embed the statements from Nursery’s long term plan. Listen carefully to rhymes and songs, paying attention to how they sound.	Understand how to listen carefully and why listening is important Engage in storytimes Ask questions to find out more and to check they understand what has been said to them	Listen to and talk about stories to build familiarity and understanding	Articulate their ideas and thoughts in well-formed sentences	Describe events in some detail Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Connect one idea or action to another using a range of connectives

Reception Long Term Plan

Personal, Social and Emotional Development	Me, Myself and where we live	Seasons of Change	What's your Emergency	On the Highstreet	People of the World	Traditional Tales
<p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.</p> <p>Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>						
<p>PSED is embedded within the EYFS and indirectly taught through each of the adult led and child initiated interactions. It is also covered discreetly through circle time, No Outsiders, Positive Emotions and our daily emotional check ins.</p>	<p>Recap and embed the statements from Nursery's long term plan.</p> <p>Manage their own needs.</p> <ul style="list-style-type: none"> • Personal hygiene 	<p>Express their feelings and consider the feelings of others.</p> <p>Build constructive and respectful relationships.</p> <p><i>Be able to wait for what they want</i></p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p><i>Control their immediate impulses</i></p>	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian 	<p><i>Set and work towards simple goals</i></p> <p>See themselves as a valuable individual.</p>	<p>Think about the perspectives of others.</p> <p>Show resilience and perseverance in the face of challenge.</p>

Reception Long Term Plan

Physical Development	Me, Myself and where we live	Seasons of Change	On the Highstreet	What's your emergency?	Animal Whisperers	Traditional Tales
Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.						
Physical Development underpins all of the areas for learning with an aspect covered in each activity. Outdoor learning provides continuous interactions for the pupils to develop these skills, with fine motor developed both inside and out. Weekly P.E. lessons allow specific skills to be taught and skill based activities within the learning environment ensure the development of the pupils fine motor skills	Fine Motor	<p>Recap and embed the statements from Nursery's long term plan.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing</p> <p><i>Skill Development: Bilateral hand co-ordination</i></p> <p><i>Hand Dominance</i></p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><i>Skill Development: Eye Hand Co-ordination</i></p> <p><i>Opposition</i></p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: knives, forks and spoons.</p> <p><i>Skill Development: Core Strength and stability</i></p> <p><i>Precision</i></p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p><i>Skill Development: In Hand Manipulation</i></p> <p><i>Shoulder Stability</i></p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: paintbrushes, scissors</p> <p><i>Skill Development: Finger Isolation</i></p> <p><i>Tripod Grasp</i></p>
		Further develop the skills they need to manage the school day successfully: • lining up and queuing • mealtimes				

Reception Long Term Plan

	Gross Motor	<p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • crawling • walking 	<p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming</p>	<p>Combine different movements with ease and fluency.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • jumping • running 	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.</p>
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Reception Long Term Plan

Literacy		Me, Myself and where we live	Seasons of Change	What's your emergency?	On the highstreet	Animal Whisperers	Traditional Tales
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).							
Literacy can be found across all areas in the classroom with vocabulary, and word mats to support pupils learning. Daily phonics lessons following our own scheme ensures high quality learning is received by all pupils. One to one reading and tricky word practise are done weekly to ensure pupils progress is rapid and interventions ensure that pupils are not left behind.	Reading	Recap and embed the statements from Nursery's long term plan. Read individual letters by saying the sounds for them.	Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	Read a few common exception words matched to the school's phonic programme	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. <i>-Anticipate key events</i>	Re-read what they have written to check that it makes sense.
	Writing	Recap and embed the statements from Nursery's long term plan. Spell words by identifying the sounds and then writing the sound with letter/s		Form lower case letters correctly	Form capital letters correctly.	Write short sentences with words with known sound-letter correspondences	Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Reception Long Term Plan

Mathematics		Me, Myself and where we live	Seasons of Change	What's your Emergency	On the Highstreet	People of the World	Traditional Tales
Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting – children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.							
Mathematics is taught discreetly to pupils on a daily basis. This ensures the skills and core knowledge is delivered to all pupils. Lessons are interactive and use physical resources as much as possible to ensure their understanding of number is secure. Continuous provision then supports these skills and allows pupils to embed and master the knowledge.	Number	Recap and embed the statements from Nursery's long term plan. Count objects, actions and sounds.	Link the number symbol (numeral) with its cardinal number value.	Count beyond ten – <i>Comparisons of numbers in different contexts</i> Subitise	Compare numbers – <i>evens and odds</i> Understand the 'one more than/one less than' relationship between consecutive numbers.	Explore the composition of numbers to 10. Compare numbers – <i>doubling facts</i>	Automatically recall number bonds for numbers 0–5 and some to 10. Compare numbers – <i>division of objects equally</i>
	Numerical Patterns	Recap and embed the statements from Nursery's long term plan. Select, rotate and manipulate shapes to develop spatial reasoning skills.	Continue repeating patterns.	Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Compare length, weight and capacity.	Continue, copy and create repeating patterns.	Compare length, weight and capacity <i>and understand the word measures</i>

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Understanding the World		Me, Myself and where we live	Seasons of Change	What's your Emergency	On the Highstreet	People of the World	Traditional Tales
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.							
Taught through the topic, Understanding of the World lessons develop a rich and personalised learning opportunity to ensure our pupils are exposed to the world that is around them. Pupils learning through a variety of methods such as physical artefacts, videos, non-fiction texts and speakers so pupil’s knowledge is developed.		Recap and embed the statements from Nursery’s long term plan. Talk about members of their immediate family	Name and describe people who are familiar to them.		Talk about members of their immediate family and community.	Comment on images of familiar situations in the past.	Compare and contrast characters from stories, including figures from the past.
		Understand that some places are special to members of their community	Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.	Recognise some environments that are different from the one in which they live.	Draw information from a simple map. Explore the natural world around them.	Recognise some similarities and differences between life in this country and life in other countries.	Recognise that people have different beliefs and celebrate special times in different ways

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Expressive Art and Design	Me, Myself and where we live	Seasons of Change	What's your Emergency	On the Highstreet	People of the World	Traditional Tales
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.						
Creativity supports many of the core areas and is supported and guided through adult led play and activities. Open plan resources and classrooms allow pupils to foster their creative skills throughout the day. Adult led activities then ensure pupils progress with this throughout the week.	Recap and embed the statements from Nursery’s long term plan.	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Listen attentively, move to and talk about music, expressing their feelings and responses	Watch and talk about dance and performance art, expressing their feelings and responses.	Explore, use and refine a variety of artistic effects to express their ideas and feelings.
	Create collaboratively, sharing ideas, resources and skills.	Art Progression Skill: Painting: Uses a variety of tools to spread paint - straws, matchsticks as well as brushes	Art Progression Skill: Printing: Uses one colour of paint or ink on a block	Art Progression Skill: Collage: Selects and sorts, cuts, tears, stitches and discusses	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Art Progression Skill: Textiles: Is aware of colour, texture and shape
	Art Progression Skill: Drawing: Is spontaneously expressive, using marks, lines and curves				Art Progression Skill: Photography: Becomes aware of photography as an art form	