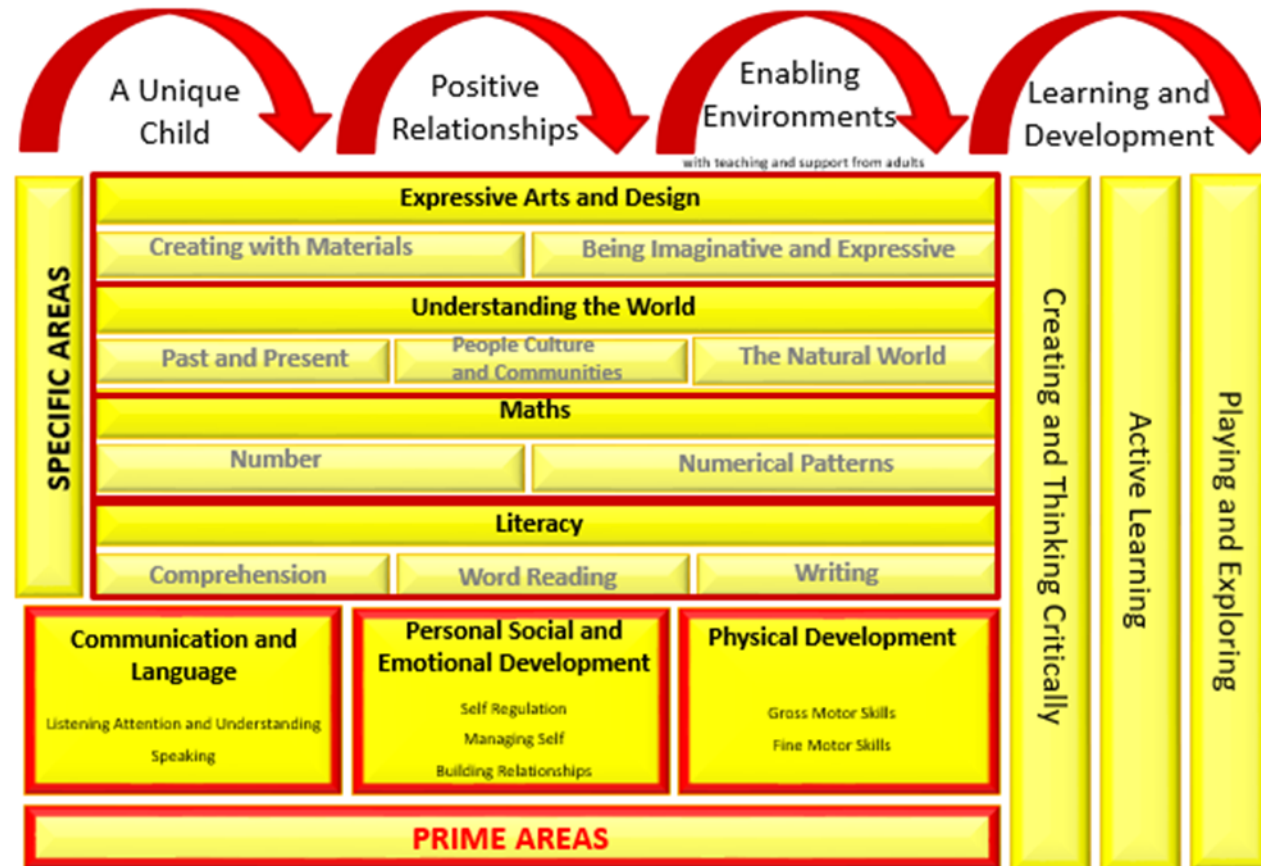




Ranskill Primary School

FS 2 Early Years



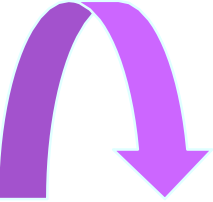
Curriculum Overview

All Cycles

Our core purpose is one of 'Profound Personal Development'.

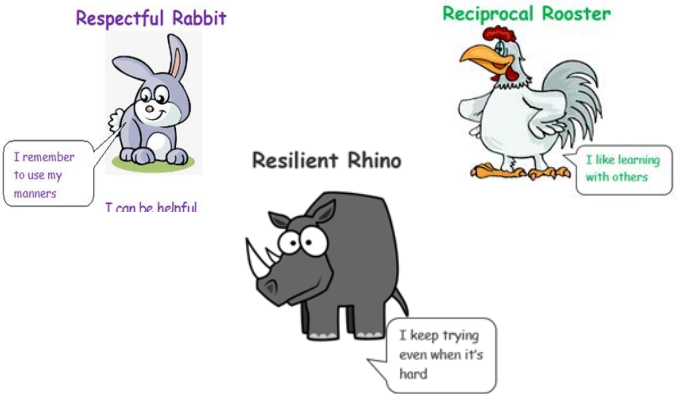
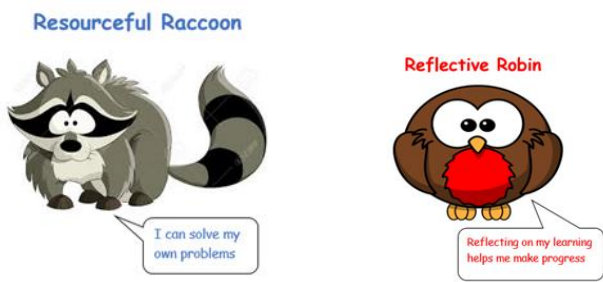
Together, in aspiring to be the very best that we can be, we can discover, during your child's journey here at Ranskill, who they are now but more importantly who they can become.

Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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.					
 Over Arching Principles	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.					



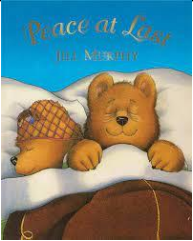
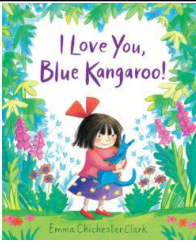
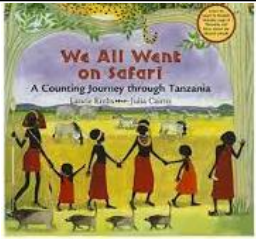
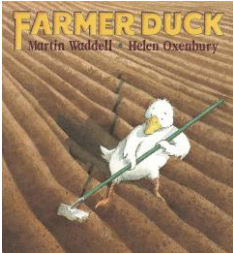
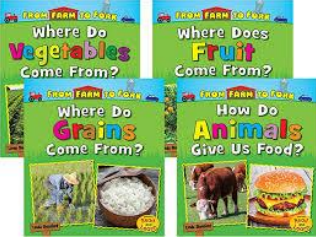
Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TAKE CARE and Learning Pals	Take Care of ourselves and each other Learning Pals: Respectful Rabbit, Resilient Rhino, Reciprocal Rooster		Take Care of the world Learning Pals: Resourceful Raccoon, Reflective Robin		Take Care with our work Go Beyond – proud, respect, integrity, shine, take care	
						
Assessment opportunities	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Phonic Intervention groups	Pupil progress meetings Parents evening info Phonic Assessments SHINE EYFS moderation NCETM assessments Neli Assessments	Phase meeting and internal moderations Phonic Assessments SHINE Meeting	Pupil progress meetings Parents evening info Phonic Assessments	Phonic Assessments	Pupil progress meetings Parents evening info Phonic Assessments
Parental Involvement	Home visits / Parents Evening Harvest Assembly Home / School Agreement Phonics workshop	Nativity Maths workshop Parents Evening		Parents Evening	Maths Morning – Look how far we have come!	Parent's evening 

We teach our children to be excellent role models for the future world.

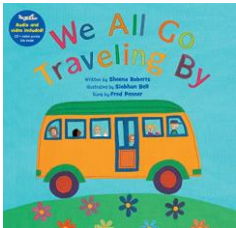
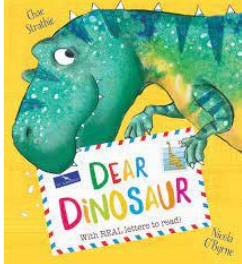
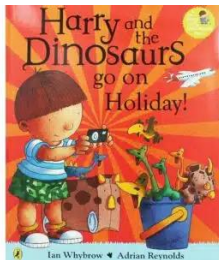
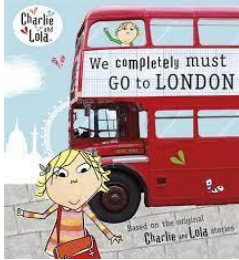
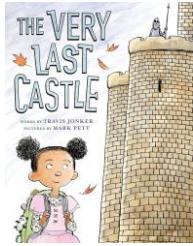


Reception Long Term Plan Cycle A Key Texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Home Sweet Home Where do I belong? A look at their homes and new school environment.	Toys What is in the toy box? Investigate and learn all about toys past and present.	Arctic Adventures Who is lost? Find out about Arctic explorers, Arctic animals and so much more.	Let's Go on Safari Who lives in hot places? Go on safari in Kenya. Meet the wildlife and people. Explore the landscape	Down on the Farm What is a farm? What animals live on a farm and learn how farmers look after them.	Farm to Fork Where does our food come from? Explore where our food comes from.
Possible Texts and links to literacy and writing units	 Narrative The Tiger Who Cam to Tea Judith Kerr Baby Goes to Market Don't forget the Bacon Traditional Tale The Little Red Hen The Three Little Pigs Poetry Basket	 Narrative Where's my Teddy? That Rabbit Belongs to Emily Brown Tatty Ratty Non Fiction Toys and Games Ways into history Poetry Basket	 Narrative Lost and Found Oliver Jeffers The Great Explorer Non Fiction Penguins Poetry Basket	 Patterned Text Were Going on a Lion Hunt Handas Surprise Handas Hen Narrative The Water Princess The Ghanian Goldilocks Poetry Basket	 Narrative Mrs Wishy Washy Traditional Stories Three Billy Goats Gruff Non Fiction The Usborne Book of Big Machines Poetry Basket	 Narrative Oliver's Fruit Salad I Can eat a Rainbow Peter Rabbit Non Fiction Where does our food come from? Poetry Basket
Events and Experiences	Autumn Trail Harvest Festival Trip to Belton House	Nativity Remembrance Day Children in Need Anti- Bullying Week Post a letter	Valentine's Day Internet Safety Day Visit from Helen Turton Arctic Explorer	Mother's Day Science Week Eater Egg Hunt Map work – Find the treasure	Start of Ramadan Eid	Father's Day World Environment Day Anniversary of the NHS Trip to Rand Farm

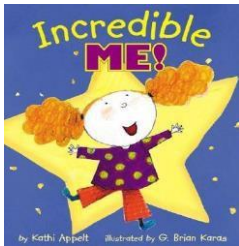
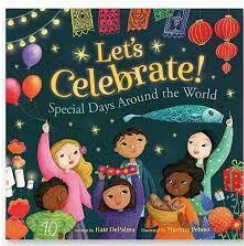
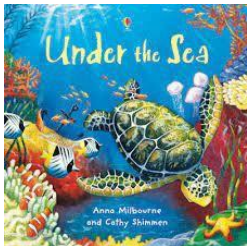
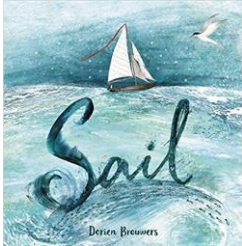
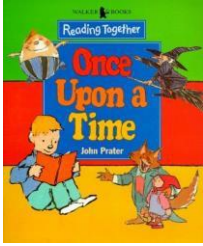


Reception Long Term Plan Cycle B Key Texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Going Places What journeys do we take? Learn about different journey and build early geographical skills. Learn about our senses on a sensory Autumn walk.	Splendid Skies What is in the sky? Learn about the history of the first transatlantic flight. Learn about the seasons and record your own weather forecast.	Prehistoric Predators Where have the dinosaurs gone? Learn about dinosaurs and fossils, and the amazing discoveries of palaeontologists	Feathered Friends What animals live in Australia? Learn about Australia and the types of animals that live there. Discover how they are different to the animals in England.	Kings, Queens and Leaders Who are the Royal Family? Take a trip to London and explore the landmarks, find the home of our Royal Family and the houses of parliament.	A Key to the Castle Who lives in a castle like this? Learn about medieval castles and the Normans, where castles are built, who lived in castles and the structure of castles
Possible Texts and links to literacy and writing units	 Poetry and Rhymes: We All Go Travelling By Patterned Text: Rosie's Walk Pete the Cat Rocking my new school Shoes Little Rabbit Foo Foo Little Red Hen Preposition and Description: Hundred Decker Bus We're Going on a Pumpkin Hunt Rhyming Text Hovis the Hedgehog Poetry Basket	 Simple Narrative Look Up! Maps and Recounts The Marvellous Moon Map Whatever Next! Greetings and Letters Dear Santa Fantasy Come to the Planet Zum Zee Poetry Basket	 Letters Dear Dinosaur Instructions Harry and his Bucketful of Dinosaurs Patterned text Bumpus Jumpus Dinosaur Rumpus Non Fiction A to Z of dinosaurs Dinosaur Poetry Basket	 Diary/Recount Diary of a Wombat by Jackie French and Bruce Whately Narrative Going for a Song Pie Corbett The Go Away Bird Julia Donaldson https://www.juliadonaldson.co.uk/books/picture-books/the-go-away-bird/ Tiddalik The Koala who Could Poetry Basket	 Rhyming Text The Cook and the King Julia Donaldson The Kings Hat Non Fiction Little People Big Dreams King Charles Traditional Stories The Princess and the Pea The Frog Prince Poetry Basket	 Narrative The Kiss That missed George and the Dragon When the Dragons Came Song Book Puff the Magic Dragon Non Fiction In the Castle Traditional Stories Rapunzel Rumpelstiltskin Poetry Basket
Events and Experiences	Autumn Trail Harvest Festival Trip to Newark Air Museum	Nativity Remembrance Day Children in Need Anti- Bullying Week Post a letter	Valentine's Day Internet Safety Day	Mother's Day Trip to Wildlife Park Science Week Eater Egg Hunt Map work – Find the treasure	Start of Ramadan Eid	Father's Day World Environment Day Anniversary of the NHS Trip to Connisborough Castle



Reception Long Term Plan Cycle C Key Texts

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Incredible Me! <i>Who am I?</i> Learn all about the wonder that is each and every one of you in this cross curricular topic. Learn about your body and explore the world around you using all your senses.	Let's Celebrate <i>What makes festivals special?</i> Discover the ways we celebrate and the many different things that we celebrate, Share in the school celebrations for a range of Autumn events including bonfire, Diwali and Christmas.	Under the Sea <i>What lies beneath the sea?</i> Take a journey into the deepest depths of the ocean as we dive under the water to discover weird and wonderful sea creatures.	All Aboard <i>Who sails the seas?</i> Out at sea anything can happen: whether trials or triumphs, there are infinite possibilities to explore once we leave the shore.	Get out of the Swamp <i>How many tales do you know?</i> Watch clip from Shrek where he arrives back to find his swamp full of fairy tale characters. This is the starting point for our trip through the land of fairy tales and their characters and settings	Once Upon A Time <i>Will you read me a story?</i> Discover magical plants and worlds in the clouds. Grow your own vegetables.
Possible Texts and links to literacy and writing units	 Labels, lists, signs and Posters Through My Window I See Stories in a familiar setting Peace At Last The Tiger Who Came to Tea Fussy Frank Stories from other Cultures I Feel a Foot Stories with a Pattern Who's Smell? Giraffes Can't Dance Poetry Nursery Rhyme Week	 Preposition and Description We're Going on a Pumpkin Hunt Mystery Vine Greetings and Letters Dear Santa Jolly Christmas Postman Rhyming Text Hovis the Hedgehog Stories from other Cultures The Hanukkah Mice Chanukah Lights Everywhere Lots of Latkes Thanksgiving is for Giving Thanks Lighting a Lamp Poetry The North Wind does blow	 Non-Fiction Mister Seahorse Fry to Seahorse Shark Lady Maps and Recounts The Whale and the Snail The Storm Whale Fantasy Stories Fishy Tale Billy's Bucket Poetry Baby Shark Myles Mcleod	 Lists, Maps and Recounts Julian is a Mermaid Where the Wild Things Are Poems Rhymes and Songs Pirates by Charles Tomson Bobby Shaftoe The Sea by Jon Foster Pirate Pete by James Carter Four Jolly Pirates by Coral Rumble	 Fairy Stories Sleeping Beauty Rapunzel Beauty and the Beast Stories with magical elements Poetry and songs There was a Princess long ago	 Retelling Stories Traditional Tales Jack and the Beanstalk The Enormous Turnip Three Billy Goats Gruff Three Little Pigs
Events and Experiences	Autumn Trail Harvest Festival Trip to Cusworth Hall	Nativity Remembrance Day Children in Need Anti- Bullying Week Post a letter	Valentine's Day Internet Safety Day Trip to the Deep	Mother's Day Queen's Birthday Science Week Eater Egg Hunt Map work – Find the treasure	Start of Ramadan Eid	Father's Day World Environment Day Anniversary of the NHS Trip to Sherwood Forest

Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them 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.					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions. Daily story time WORD AWARE learning and using new vocabulary Termly Poetry Basket – learning and reciting poems.	Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand ‘why’ questions. Use sentences 4-6 words. Use talk to organise play.	Listen in familiar & new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases	Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events	Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.	Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.	Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. <i>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</i> Speak in well-formed sentences with some detail. <i>Use new vocabulary in different contexts.</i>



Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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.					
Managing Self Self - Regulation Links to Learning Pals ELG: Self Regulation 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	New Beginnings Being me in my world Class Rules and Routines Supporting children to build relationships Dreams and Goals Can talk about feelings. Welcome distractions when upset. Increasingly follow rules. Know likes and dislikes. Independently organise belongings in the morning. Manage personal hygiene. Build constructive and respectful relationships.	Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Beginning to express their feelings and consider the perspectives of others. Mostly take turns and shares resources. Independently choose where they would like to play. Continue to build constructive and respectful relationships. (Including anti-bullying wk)	Good to be me Feelings Learning about qualities and differences Celebrating differences Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular Scenarios. Show pride in achievements. Understand behavioural expectations of the setting. Can explain right from wrong and try to behave accordingly. Manage their own needs. Can identify kindness. Seek others to share activities and experiences.	Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after our planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on Can make choices and communicate what they need. Begin to show persistence when faced with challenges. Can keep play going by co-operating, listening, speaking, and explaining. Can reflect on the work of others and self-evaluate their own work.	Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on. Beginning to know that children think and respond in different ways to them. Can talk about their own abilities positively. Confident to try new activities Show resilience and perseverance.	Changing Me Taking part in sports day - Winning and loosing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Able to identify and moderate own feelings. See themselves as a unique and valued individual. Can seek out a challenge and enjoy the process. Show sensitivity to others' needs and feelings
	Controlling own feelings and behaviours. Applying personalised strategies to return to a state of calm Being able to curb impulsive behaviours Being able to concentrate on a task Being able to ignore distractions Behaving in ways that are pro-social Planning Thinking before acting Delaying gratification Persisting in the face of difficulty. <i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done."</i> Education Endowment Foundation. <i>We provide excellent care, guidance and support to enable our children to understand how to keep themselves happy, healthy and safe now and in their adult lives.</i>					



Reception Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical Development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross motor	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.					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance
	From Development Matters 2021 Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing Progress towards a more fluent style of moving, with developing control and grace. 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. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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. 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.					



Reception Long Term Plan Cycle C

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy 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.	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly. Know that a book has a beginning and an end Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story.	Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment.
	Word Reading: Hear general sound discrimination and be able to orally blend and segment.	Word Reading: Read individual letters by saying the 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. (see Phonics on next page)	Word Reading: Read individual letters by saying the 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.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense



We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Continued Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) TFW used as stimulus across the year Texts are linked to cycles and may change due to children’s interests and new publications Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words (the, to, no, go).	Phase 2/3 Recognise digraphs -ck + consonant endings - ff, ll, ss. Know tricky words - the, to, and, no, go, I. Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu. Know the 4 consonant digraphs – sh, th, ch, ng. Blend and segment known sounds for reading and spelling VC, CVC, CVCC.	Phase 3 Know long vowel digraphs – ai, ee, igh, oa, ue. R controlled vowels ar, er, or, ur. Know tricky words, the, to, he, she, we, me, be, was, my. Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Phase 3 Consolidate phase 2 and 3 skills. Know oo, oi, ow, . Know trigraphs ear, ure, air. Read tricky words they, her, all, are. Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	Phase 3/4 Consolidate phase 2 and 3 skills. Read CVCC words. Know adjacent consonant. Read tricky words do, when, out, what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.
	Emergent writing: Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their first name from memory. Composition: Use talk to organise, describe events and experiences. Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory. Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.	Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words. Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down. Spelling: Orally spell VC and CVC words by identifying the sounds. Writes own name. Handwriting: Form letters from their name correctly.	Emergent writing: Use appropriate letters for initial sounds. Composition: Orally compose a sentence and hold it in memory before attempting to write it. Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes. Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Forms mostly recognisable letters. <i>Handwriting N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly, there is always an emphasis on correct formation)</i>	Emergent writing: Build words using letter sounds in writing. Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions. Spelling: Spell to write VC, CVC and CVCC words independently using Phase 2 and phase 3 graphemes. Spell some irregular common (tricky) words e.g. the, to, no, go independently. Handwriting: Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.	Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing. Composition: Write a simple sentence with a full stop. Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences. Composition: Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purpose. Spelling: Spell words by drawing on knowledge of known GPC. Spell irregular common (tricky) words e.g., he, she, we, be, me independently. Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.

Reception Curriculum

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics Mastery in Number sense the big Picture: Subitising Perceptual – seeing whole amount instantly Conceptual – seeing whole amount as parts and later knowing amount by combining parts Unitising The creation of a finished group of a pre-determined size Counting How many? (cardinality) Number order (ordinality) Reading and writing digits Being able to associate the name and the symbol with the concept image of a number Part/whole A group of items the whole is made up of the parts					
Rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. 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. The School Follow White Rose Maths small steps and have a daily NCTEM Mastering number session					
<u>Getting to Know You</u> <u>WK 1& 2</u> Build trusting relationships Ensure children have good levels of well-being and involvement to be ready to learn. <u>Match, Sort and Compare</u> <u>Weeks 3 - 4</u> -Matching objects -Match pictures and objects -Identify a set -Sort objects to a type -Exploring sorting techniques -Create sorting rules -Compare amounts <u>Talk about Measures and Patterns</u> <u>Weeks 5 - 6</u> -Compare size -Compare mass -Compare capacity -Explore simple patterns -Copy and continue simple patterns -Create simple patterns	<u>It's me 1, 2, 3</u> <u>Weeks 7 - 8</u> -Find 1, 2 and 3 -Subitise 1, 2 and 3 -Represent 1, 2 and 3 -1 more -1 less -Composition of 1, 2 and 3 <u>Circles and Triangles wk 9</u> -Identify and name circles and triangles -Compare circles and triangles -Shapes in the environment -Describe position <u>1, 2, 3, 4, 5 Wks 10 - 11</u> -Find 4 and 5 -Subitise 4 and 5 -Represent 4 and 5 -1 more -1 less -Composition of 4 and 5 -Composition of 1 - 5 <u>Shapes with 4 sides Wk 12</u> -Identify and name shapes with 4 sides. -Combine shapes with 4 sides -Shapes in the environment -My day and night	<u>Alive in 5 Wks 1-2</u> -Introduce zero -Find 0 to 5 -Subitise 0 to 5 -Represent 0 to 5 <u>Mass and Capacity Wk 3</u> -Compare mass -Find a balance -Explore capacity -Compare capacity <u>Growing 6, 7, 8 Wks 4 - 5</u> -Find 6,7,8 -Represent 6,7,8 -1 more -1 less -Composition of 6, 7, 8	<u>Length, Height and Time</u> <u>Weeks 6 – 7</u> -Explore Length -Compare Length -Explore Height -Compare Height <u>Building 9 and 10</u> <u>Weeks 8 - 10</u> -Find 9 and 10 -Compare numbers to 10 -Represent 9 and 10 - Conceptual subitising to 10 <u>Explore 3D shape</u> <u>Weeks 11 - 12</u> -Recognise and name 3D shapes -Find 2D Shapes within 3D shapes -Use 3D Shapes for tasks -3D Shapes in the environment	<u>To 20 and beyond Weeks 1-2</u> -Build Numbers beyond 10 (10 – 13) -Continue patterns beyond 10 (10 -13) -Build numbers beyond 10 (14 – 20) <u>How Many Now? Week 3</u> -Add more -How many did I add? -Take away -How many did I take away? <u>Manipulate, compose and decompose Weeks 4 - 5</u> - Select shapes for a purpose - Rotate shapes -: Manipulate shapes - Explain shape arrangements - Compose shapes - Decompose shapes - Copy 2-D shape pictures - Find 2-D shapes within 3-D shapes (2 lessons) - Checkpoints	<u>Sharing and grouping W 6 - 7</u> - Explore sharing - Sharing (2 lessons) - Explore grouping Step 4: Grouping - Even and odd sharing (2 lessons) - Play with and build doubles (2 lessons) <u>Visualise, build and map</u> <u>- Identify units of repeating patterns</u> - Create own pattern rules - Explore own pattern rules - Replicate and build scenes and constructions - Visualise from different positions - Describe positions Step 4: Give instructions to build - Explore mapping - Represent maps with models - Create own maps from familiar places - Create own maps and plans from story situations <u>Make connections</u> <u>Week 11</u> - Deepen understanding - Patterns and relationships - Consolidation



Reception Long Term Plan Cycle C

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World and RE Our RE Curriculum reinforces our school “take Care” values and enables children to develop a positive sense of themselves and others, learn how to form positive and respectful relationships and enables to begin on their journey for profound personal development. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness.	As a “Take Care” school the children will listen to a broad selection of stories, non-fiction, rhymes and poems fostering their understanding of our culturally, socially, technologically and ecologically diverse world.					
	Respect: Themselves, special things in their own lives. Developing Chronology: - use everyday language related to time, - order and sequence familiar events, - describe main story settings, events and principal characters. Developing Understanding of the natural world: Can talk about physical features relevant to them – beach, forest, hill, sea, river. Can talk about their senses – know they can taste things, feel things, see things, hear things and smell things Mapping: Know what a map looks like. Create own maps using objects. Talk about the features of their immediate environment with e.g., Pete’s story map around school, seating maps, nature area map and read commons signs and logos. Developing Enquiry - When reading stories about families tell the difference between real and fiction. - Can talk about their new environment using all their senses.	Respect: Know that people have different beliefs and celebrate special times in different ways. Developing Chronology - Order and sequence familiar events. Visually represent their own day Developing Understanding of the natural World: Can talk about changes in the weather, knows we need to dress accordingly to keep warm. Can talk about changing states through exploring and making some simple celebratory food Mapping: Draw and create their own maps. Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc. Developing Enquiry: - Can talk about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali.	Respect: Understand that some people and places are special to members of their community Developing Chronology Listening to stories and placing events in chronological order. Developing Understanding of the natural world: Can talk about changing states of water to ice. Mapping: Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica. Developing Enquiry Can talk about different locations and places. (Trips) Recognise, know, and describe features of different places. Look closely at similarities and differences.	Respect: Know there are special places and events or objects in other countries – through non-fiction texts, stories, visitors, celebrations. Developing Chronology Visually represent their own week. Developing Understanding of the Natural World: Can talk about the changes in Spring and use observational drawing to record their findings. Mapping: Know that signs and symbols on a map represent an object that does not move. Complete a simple BeeBot program using a grid map or carpet squares. Create landmarks in their own grid. Developing Enquiry: Know they live in a village and the name of their village. Know they have an address Talk about the main features of their village.	Respect: Plants and know how to care for the environment in the school grounds. Developing Chronology: Understand changes in their own time line and create a personal time line. Developing understanding of the Natural World: Can name common British wild animals in our locality – rabbits, hares, badgers, foxes, squirrels, deer. Mapping: Draw information from a simple map and identify landmarks of our local area walk. Developing Enquiry: Talk to people about their local area supported by photographs. Begin to ask questions	Respect: Animals and know how to look after our environment to support our school wildlife. Developing Chronology - Order experiences and events in stories. Developing Understanding of the Natural World - Talk about photographs and images and describe what they show about the people and places in them. Mapping: Follow a simple map of a familiar place. Make picture maps. Match objects to their aerial views. That directions tell us how to get to a place and they can be written, verbal or pictorial. Developing Enquiry - Know that humans have an impact on our environment and talk about ways to keep our environment healthy.
R.E.	Who celebrates what and why? Birthdays Harvest Sukkot	Who celebrates what and why? Diwali Weddings Christmas	Leaders and Followers Jesus Religious Leaders Local Vicar	Leaders and Followers Jesus Guru Nanak Moses Easter	Buildings, Artefacts and Pilgrimages Churches Special religious buildings Baptism	Buildings, Artefacts and Pilgrimages Special Journeys – pilgrimages Changes 

Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Artist Study						
Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, clay sculptures,</i> <i>drama, role play, threading, moving to music,</i> <i>following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i>	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 .					
	Join in with songs. Sing call-and-response songs, so that children can echo phrases of songs Explore lines and pattern in a variety of media and the language of line and pattern. Joins in with role play games and use resources available for props; build models using construction equipment. Self-portraits, junk modelling, loose parts (sculpture) take picture of children's creations and record them explaining what they did. Provide opportunities to work together to develop and realise creative ideas.	Listen to music and make their own dances in response. Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems. The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity Explore, taste and cook a variety of different foods from different cultures linked to celebrations. Take part in the whole school Thanks Giving day linked to the school's local connection to the Pilgrim Fathers.	Colour and shape. Explore colour mixing, Name the primary colours. Colour mixing – underwater pictures. Make different patterns using different colours and printing with found objects. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. .	Colour, shape and Value, explore tints and shades. Listen to stories about Claude Monet. Water pictures, collage, shading by adding black or white, colour mixing. Mother's Day crafts Easter crafts Home Corner role play Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating boats that float.	Explore Form and texture allow children freedom to explore varied materials without a predefined outcome; enable discovery of new and surprising effects, both visual and tactile; extend aesthetic experience beyond the realm of the visible; broaden vocabulary as children encounter and learn to identify differences in texture – rough, smooth, soft, hard, lumpy, runny, slimy, prickly etc. Puppet shows: Provide a wide range of props for play which encourage imagination. Retelling familiar stories.	Use different textures and materials to make houses for the three little pigs. Jack and the Beanstalk song and story performance Building structures – homes, castles, bridges. Father's Day Crafts
<i>Music is part of the everyday routine of EYFS, in addition a 30 minute weekly music lesson taught by a music specialist.</i>	Song-based sessions with weekly themes Children use puppets to find their voices and develop confidence with simple singing, pulse and rhythmic activities.	Singing - Christmas Production Learn and perform more complex songs.	Steady beat and simple rhythm - Drumming/shakey eggs Develop control when playing percussion instruments.	Pitch – singing and tuned percussion Identify high and low notes. Conduct and play high and low.	Duration – long and short sounds. Experiment with playing and controlling these sounds	Tempo, Dynamics and notation Compose music to illustrate a story. Record ideas using simple graphic score notation.



Reception Long Term Plan 21-22

Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
ELG: Listening, Attention and Understanding 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 ELG: Speaking 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.	ELG: Self-Regulation 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. ELG: Managing Self 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. ELG: Building Relationships 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.	ELG: Gross Motor Skills 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. ELG: Fine Motor Skills 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.	ELG: Comprehension 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. ELG: Word Reading 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. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present 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. ELG: People, Culture and Communities 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. ELG: The Natural World 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.	ELG: 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. ELG: 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.

Our core purpose is one of 'Profound Personal Development'.

Together, in aspiring to be the very best that we can be, we can discover, during your child's journey here at Ranskill, who they are now but more importantly who they can become

