



Spittal Community First School

Early Years: Reception Long Term Plan 2023-24

	Autumn Term 1 All About me	Autumn Term 2 Celebrating and Remembering	Spring Term 1 Terrific Toys	Spring Term 2 Spring	Summer Term 1 Gardens	Summer Term 2 Where I live
Communication and Language (Listening and attention, understanding and speaking)	<p>Use longer sentences of four to six words. Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p> <p>Understand a question or instruction that has two parts. Pay attention to more than one thing at a time.</p> <p>Understand how to listen carefully and why listening is important.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns. Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p>	<p>Enjoy listening to longer stories and can remember much of what happens. Use a wider range of vocabulary. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Learn and use new vocabulary. Develop social phrases. Engage in non-fiction books. Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail.</p>	<p>Learn and use new vocabulary. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Describe events in some detail.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<p>Learn and use new vocabulary in different contexts. Articulate their ideas and thoughts in well-formed sentences Listen attentively and respond to what they hear with relevant questions Make comments about what they have heard and ask questions to clarify their understanding.</p>	<p>Learn and use new vocabulary in different contexts. Connect one idea or action to another using a range of connectives. Offer explanations for why things might happen Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</p>



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	Learn new vocabulary. Listen carefully to rhymes and songs, paying attention to how they sound. Use new vocabulary in different contexts. Use new vocabulary through the day. Learn rhymes, poems, and songs					
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Be confident to try new activities Manage own basic hygiene and personal needs.	Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs	Think about the perspectives of others. Manage their own needs. Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs	Show sensitivity to their own and to others' needs Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge 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	
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Physical Development	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes Continue to develop their movement,	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for	Revise and refine the fundamental movement skills they have already acquired: - walking - running Begin to develop a range of ball skills. Develop their small	Revise and refine the fundamental movement skills they have already acquired: - jumping - hopping Develop their small motor skills so that they can use a range	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling Develop their small motor skills so that they can use a range	Revise and refine the fundamental movement skills they have already acquired: - skipping - climbing Develop confidence, competence, precision and accuracy when



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	<p>balancing, riding (scooters, trikes and bikes) and ball skills. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p>a game like musical statues Start taking part in some group activities which they make up for themselves, or in teams. Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and zips.</p>	<p>motor skills so that they can use a range of tools competently, safely and confidently. Use a comfortable grip with good control when holding pens and pencils. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>	<p>of tools competently, safely and confidently. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p>	<p>of tools competently, safely and confidently. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p>	<p>engaging in activities that involve a ball. Negotiate space and obstacles safely, with consideration for themselves and others. Begin to show accuracy and care when drawing.</p>
<p style="text-align: center;">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 style="text-align: center;">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 spoon.</p> <p style="text-align: center;">Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p style="text-align: center;">Develop overall body-strength, balance, co-ordination, and agility</p>						



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<p>Literacy Comprehension, word reading, Writing</p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial Sound. Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately.</p>	<p>Understand the five key concepts about print: - print has meaning - print can have different purposes - the names of the different parts of a book - page sequencing. Engage in extended conversations about stories, learning new vocabulary. 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. Write their name. Write some letters accurately.</p>	<p>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 some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s. Write their name. Write some letters accurately.</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Read words consistent with their phonic knowledge by sound-blending.</p>	<p>Re-read what they have written to check that it makes sense. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop that can be read by others. Demonstrate understanding of what has been read to them by retelling stories using their own words. Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>Literacy Tree</p>	<p>Where the Wild Things Are – Maurice Sendak Bringing the Rain to Kapiti Plain – Verma Aardema</p>	<p>Look Up! – Nathan Bryon and Dapo Adeola Ning and the Night Spirits Adriena Fong</p>	<p>Super Millie and the Super School Day – Stephanie Clarkson The Magic Paintbrush – Julia Donaldson and Joel Stewart</p>	<p>The Tiny Seed – Eric Carle The Extraordinary Gardner – Sam Boughton</p>	<p>My Shadow is Pink – Scott Stuart Hairy Maclary from Donaldson's Dairy – Lynley Dodd</p>	<p>So Much – Trish Cooke and Helen Oxenbury Izzy Gizmo – Pip Jones</p>



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Phonics	We follow the Read Write inc scheme.					
Mathematics	WHITE ROSE + NUMBER BLOCKS Getting to know you Just like me! Matching, Sorting & Comparing Numbers 1, 2, 3,4,5 subitising Money Time Shape	WHITE ROSE + NUMBER BLOCKS It's ME 1,2,3! Light and Dark Consolidation Numbers 4, 5, ,6,7,8 Money Time Shape subitising Early doubling	WHITE ROSE + NUMBER BLOCKS Alive in 5! Growing 6,7,8 Building 9 and 10 Numbers 5, 6, 7 ,8,9 Money Time Shape Early doubling subitising	WHITE ROSE + NUMBER BLOCKS Building 9 and 10 Consolidation Numbers 7, 8, 9, 10 Halving Doubling Sharing subitising	WHITE ROSE + NUMBER BLOCKS On the Move Superhero to 20 and beyond First then now Numbers 10, 11, 12, 13, 14, 15 Money, time, shape Halving, doubling, sharing subitising	WHITE ROSE + NUMBER BLOCKS First then now Find my pattern Consolidation Numbers 16, 17, 18, 19, 20 Money, time, shape Halving, doubling, sharing subitising
Understanding the World	Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society. Name and describe people who are familiar to them. Know some similarities and differences between in the past and now.	Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them., making observations and drawing pictures of animals and plants.	Recognise some environments that are different to the one in which they live. Similarities and differences between the natural world around them and contrasting environments, 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.	Explore the natural world around them. Draw information from a simple map. Similarities and differences between the natural world around them and contrasting environments Understand the important processes and changes in the natural world around them, including seasons and changing states of matter	Understand that some places are special to members of their community. Describe immediate environments Similarities and difference between different religious and cultural communities Explain similarities and differences between life in this country and life in other countries. Understand the important processes and changes in the natural world around them, including seasons and changing states of matter	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Explore the natural world around them., making observations and drawing pictures of animals and plants. Draw information from a simple map.
Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.						



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RE Northumberland Agreed Syllabus	Being Special: where do I belong?	Why is Christmas special for Christians?	Why is the word 'God' so important to Christians?	Whys is Easter special to Christians?	What places are special and why?	What times/stories are special and why?
Expressive Arts and Design	Develop storylines in their pretend play. Creating with materials Being imaginative	Sing in a group or on their own, increasingly matching the pitch and following the melody. Creating with Materials Creating with materials Being imaginative	Return to and build on their previous learning, refining ideas and developing their ability to represent them Creating with materials Being imaginative	Create collaboratively sharing ideas, resources, and skills. Creating with materials Being imaginative	Listen attentively, move to and talk about music, expressing their feelings and responses. Creating with materials Being imaginative	Watch and talk about dance and performance art, expressing their feelings and responses Creating with materials Being imaginative
	Self Portraits Colour Mixing	Drawing Skills Christmas Decorations Baking	Making Puppets Construction	Natural Forms Found Materials Sculpture	Printmaking Minibeast Homes	Collage Sculpture Junk Modelling
Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.						
Music Charanga	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
PSHE - Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Early Learning Goals

Communication and Language 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;	Personal, Social and Emotional Development 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	Physical Development 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,	Literacy 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;	Mathematics 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	Understanding the World 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;	Expressive Arts and Design 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;
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<ul style="list-style-type: none"> • 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. <p>Speaking</p> <ul style="list-style-type: none"> • 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. 	<p>immediate impulses when appropriate;</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> • 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. <p>Building Relationships</p> <ul style="list-style-type: none"> • 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. 	<p>dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p>Word Reading</p> <ul style="list-style-type: none"> • 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. <p>Writing ELC Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Understand the past through settings, characters and events encountered in books read in class and storytelling; <p>People Culture and Communities</p> <ul style="list-style-type: none"> • 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. <p>The Natural World</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • 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.
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					<p>them and contrasting environments, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none">• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
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