Spittal Community First School Early Years: Reception Long Term Plan 2023–24

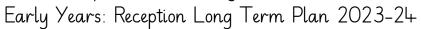


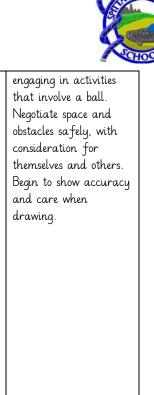
	Autumn Term I	Autumn Term 2	Spring Term I	Spring Term 2	Summer Term I	Summer Term 2
	All About me	Celebrating and	Terrific Toys	Spring	Gardens	Where I live
		Remembering	•	, ,		
Communication and Language (Listening and attention, understanding and speaking)	Use longer sentences of four to six words. Use talk to organise themselves and their play: "Let's go on a bus you sit there I'll be the driver." Understand a question or instruction that has two parts. Pay attention to more than one thing at a time.	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	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.	Learn and use new vocabulary. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Develop social phrases. Describe events in some detail. Listen carefully to rhymes and songs, paying attention to how	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	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,
	Understand how to listen carefully and why listening is important.	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.	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.	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.	ask questions to clarify their understanding.	including use of past, present and future tenses and making use of conjunctions.



Early Years: Reception Long Term Plan 2023-24

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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. NB. These statements have been Further develop the Continue to develop		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
Physical			Revise and refine the	Revise and refine the	Revise and refine the	Revise and refine the
Development	skills they need to manage the school day successfully: – lining up and queuing – mealtimes 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	fundamental movement skills they have already acquired: - walking - running Begin to develop a range of ball skills.	fundamental movement skills they have already acquired: - jumping - hopping Develop their small motor skills so that	fundamental movement skills they have already acquired: - rolling - crawling Develop their small motor skills so that	fundamental movement skills they have already acquired: - skipping - climbing Develop confidence, competence, precision



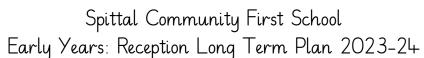


(scooters, trikes and bikes) and ball skills. Start taking part in some group activities resources to carry out their own plan. For example, choosing a spade to enlarge a Match their developing part in statues they can use a range of tools competently, of tools c	and with r others.
Choose the right some group activities resources to carry out their own plan. For themselves, or in example, choosing a teams. safely and confidently. Use a range of large and small apparatus skills including: consideration for themselves, or in the proof of themselves, or in the proof of themselves and the proof of the proof of the proof of themselves and the proof of the p	with r others.
resources to carry out which they make up their own plan. For for themselves, or in example, choosing a teams. Use a comfortable grip and small apparatus skills including: consideration for themselves, or in holding pens and alone and in a group. Use a comfortable grip indoors and outside, throwing, catching, themselves and alone and in a group.	r others.
their own plan. For for themselves, or in example, choosing a teams. with good control when indoors and outside, alone and in a group. kicking, passing, Begin to show a	others.
example, choosing a teams. holding pens and alone and in a group. kicking, passing, Begin to show a	
	ccuracy
spade to enlarge a Match their developing pencils. batting, and aiming. and care when	
small hole they dug physical skills to tasks Be increasingly drawing.	
with a trowel. and activities in the independent as they get	
Collaborate with others setting. For example, dressed and undressed,	
to manage large items, they decide whether to for example, putting	
such as moving a long crawl, walk or run coats on and doing up	
plank safely, carrying across a plank, zips.	
large hollow blocks. depending on its length	
Use one-handed tools and width.	
and equipment, for Use one-handed tools	
example, making snips and equipment, for	
in paper with scissors. example, making snips	
Use a comfortable grip in paper with scissors.	
with good control when Use a comfortable grip	
holding pens and with good control when	
pencils. holding pens and	
Show a preference for pencils.	
a dominant hand. Be increasingly	
independent as they get	
dressed and undressed,	
for example, putting	
coats on and zips.	

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 spoon.

Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility



of the page; writing 'm' for mummy. Write some or all of their name. Write some letters accurately. by saying the sounds matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sound with letter/s. Write their name. by saying the sounds matched to the school's phonic programme. Spell words by identifying the sounds and then writing the sounds and then writing the sound with letter/s. Write their name. stop. Read words consistent with their phonic knowledge by sound—blending. by saying the sounds of their own words. Say a sound for each with their phonic knowledge by sound—blending. Sound at least 10 digraphs. Read aloud simple sounds with letter/s. Write their name.		Lari	y rears. Necephi	on Long Term F	iuri 2023-24		
Formprehension, word reading. Writing 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 in for murnury. Write some or all of their name. Write some or all of their name. Write some or all of their name. Write some letters sound support sounds, so that they can words, so that they can words with the sounds and then writing the sounds and then writing the sound with letter sound correspondences with words with known exception words. Spell words by identifying the sounds and then writing the sound with letters of the page; writing im for murnury. Write some or all of their name. Write some letters accurately. Write some letters sound correspondences. Write their name. Write some letters accurately. Eldend sounds into words made up of known letters sound correspondences with words with known exception words. Spell words by identifying the sounds and then writing the sound with letters of the sound where recessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letters of their name. Write some or all of their name. Write some or all of their name. Write some letters accurately. Write some letters accurately. Eldend sounds into words made up of known letters sound correspondences with words with known exception words. Spell words by identifying the sounds and then writing the sounds with their fluency and their writing the sound with letters for them. Sput and sentences made up of words with known exception words. Form lower-case and capital letters correctly. Write some or all of their mame. Write some or all	Literacy	'	J		' '		9
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Things Are — Maurice Sendak Sendak Bryon and Dapo Adeola Stephanie Clarkson The Extraordinary Kapiti Plain — Verma Super School Day — Stephanie Clarkson The Extraordinary Gardner — Sam Boughton Carle Scott Stuart And Helen Oxenbury Izzy Gizmo — Pip Jones Gardner — Sam Boughton Lynley Dodd							exception words.
Things Are — Maurice Bryon and Dapo Super School Day — Carle Scott Stuart and Helen Oxenbury Sendak Adeola Stephanie Clarkson The Extraordinary Hairy Maclary from Izzy Gizmo — Pip Jones Bringing the Rain to Ning and the Night The Magic Paintbrush Gardner — Sam Donaldson's Dairy — Kapiti Plain — Verma Spirits Adriena Fong — Julia Donaldson and Boughton Lynley Dodd	Literacy Tree	Where the Wild	Look Up! — Nathan	Super Millie and the	The Tiny Seed — Eric	My Shadow is Pink —	So Much – Trish Cooke
Bringing the Rain to Kapiti Plain — Verma Ning and the Night Spirits Adriena Fong Ning and the Night Spirits Adriena Fong Ning and the Night Spirits Adriena Fong Ning and the Night Spirits Adriena Fong Ning and the Night Spirits Adriena Fong Ning and the Night Spirits Adriena Fong Ning and the Night Spirits Adriena Fong Ning and the Night Spirits Adriena Fong Ning and the Night Spirits Adriena Fong Ning and the Night Spirits Adriena Fong Ning and the Night Ning and the Night Spirits Adriena Fong Ning and the Night Ni	J	Things Are — Maurice	Bryon and Dapo	Super School Day —	Carle	Scott Stuart	and Helen Oxenbury
Bringing the Rain to Ning and the Night The Magic Paintbrush Gardner — Sam Donaldson's Dairy — Kapiti Plain — Verma Spirits Adriena Fong — Julia Donaldson and Boughton Lynley Dodd		Sendak	Adeola	Stephanie Clarkson			
Kapiti Plain — Verma Spirits Adriena Fong — Julia Donaldson and Boughton Lynley Dodd					The Extraordinary	Hairy Maclary from	Izzy Gizmo — Pip Jones
		Bringing the Rain to	Ning and the Night	The Magic Paintbrush	Gardner — Sam	Donaldson's Dairy —	
Aardema Joel Stewart		Kapiti Plain — Verma	Spirits Adriena Fong	 Julia Donaldson and 	Boughton	Lynley Dodd	
		Aardema		Joel Stewart			



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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 I, 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.		

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	Earl	ly Years: Reception	on Long Term P	'lan 2023-24		
RE Northumberland Agreed Syllabus	Being Special: where do l 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
				ic effects to express their ide nd dance, performing solo or		
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
<u> </u>	1	Ear	ly Learning G	oals		
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	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	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	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	Mathematics Number • Have a deep understanding of number to IO, including the composition of each number; • Subitise (recognise quantities without counting) up to 5;	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	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,
discussions and small group interactions;	wait for what they want and control their	as running, jumping,	appropriate — key events in stories;	Automatically recall (without reference to	been read in class;	explaining the process the have used;

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- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-andforth exchanges with their teacher and peers.
 Speaking
- Participate in small group, class and one-toone 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.

- immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. Building Relationships
- 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.

- dancing, hopping, skipping and climbing. 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.

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.
- Word Reading
- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by soundblending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
 Writing ELG Children at the expected level of development will:
- 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 ready by others.

- rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

 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 IO, including evens and odds, double facts and how quantities can be distributed equally.

- Understand the past through settings, characters and events encountered in books read in class and storytelling; 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. 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

- Make use of props and materials when role playing characters in narratives and stories.
 Being Imaginative and Expressive
- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of wellknown 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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		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.