



Reception Long Term Plan

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

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Limehurst, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.



Characteristics of Effective Teaching and Learning

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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

- Realise that their actions have an effect on the world, so they want to keep repeating them.
- Plan and think ahead about how they will explore or play with objects
- Guide their own thinking and actions by referring to visual aids or by talking to themselves while playing.
- Make independent choices.
- Bring their own interests and fascinations into early years settings
- Respond to new experiences that you bring to their attention.

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.

- Participate in routines.
- Begin to predict sequences because they know routines.
- Show goal-directed behaviour.
- Begin to correct their mistakes themselves
- Keep on trying when things are difficult.

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.

- Take part in simple pretend play.
- Sort materials



- Review their progress as they try to achieve a goal. Check how well they are doing.
- Solve real problems
- Use pretend play to think beyond the 'here and now' and to understand another perspective
- Know more, so feel confident about coming up with their own ideas.
- Make more links between those ideas.
- Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions.

Overarching 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. We must be aware of children who need greater support than others.

PLAY: At Limehurst Primary School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.



| | <u>Autumn 1</u> | <u>Autumn 2</u> | <u>Spring 1</u> | <u>Spring 2</u> | <u>Summer 1</u> | <u>Summer 2</u> |
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| <p><u>General Themes</u> NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p> | <p><u>Terrific Tales</u> Traditional tales- Little Red Hen 3 Little Pigs Gingerbread Man</p> | <p><u>Terrific Tales/ Let's Celebrate</u> Halloween Diwali Remembrance Day Christmas Seasonal change- Autumn</p> | <p><u>Were going on a Journey</u> Different countries Habitats Patterns Jungle/Safari/ Farm/ Pets/ Woodland Seasonal Change -Winter Chinese New Year</p> | <p><u>Our Amazing World</u> Plastic pollution Recycling Looking after our world Maps Space</p> | <p><u>Growing and Changing</u> How have we changed? How has Limeside changed ? (local area study) Planting and growing. Lifecycle of ladybird</p> | <p><u>Let's get Physical</u> Healthy Eating Looking after our bodies. Seasonal Change- Summer</p> |
| <p><u>Possible texts, poems and rhymes</u></p> | <p>Little Red Hen (T4W) Billy Goats Gruff (Story Basket) Gingerbread Man.</p> | <p>Rama and Sita Nativity Owl Babies Stick Man It Was a Cold Dark Night Lets Celebrate- Festival Poems</p> | <p>Walking through the jungle. Farmer Duck The Ugly Five Secrets of the Rainforest Rumble in the Jungle</p> | <p>Somebody Swallowed Stanley. Michael Recycle Duffy's lucky Escape George saves the world by lunchtime.</p> | <p>What the Ladybird Heard. Peepo Titch The Tiny Seed Katie and the Sunflowers Once There Were Giants</p> | <p>Handas Surprise Olivers Vegetables Supertato</p> |



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| | <p>Slice of Bread Cup of Tea Popcorn (Poetry Basket)</p> | <p>Pointy Hat 5 Little Pumpkins Who Has Seen the Wind? Leaves are Falling Breezy Weather Wise Old Owl 5 little Owls (Poetry Basket)</p> <p>Various Christmas Songs/poems/ rhymes</p> | | <p>Aliens Love Underpants Katie and the Starry Night</p> | <p>The Growing Story From Seed to Sunflower</p> | |
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| <u>Communication and Language Development</u> | <p>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.</p> |
| <u>Personal, Social and Emotional Development</u> | <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p> |
| <u>Physical Development</u> | <p>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</p> |



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.

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| <p><u>Literacy</u> We use T4W, Poetry Basket, Story Basket and Helicopter Stories to deliver high quality literacy lessons and experiences.</p> | <p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p> | | | | | |
| <p><u>Comprehension</u></p> | <p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environmental print. Having a favorite story/rhyme. Understand the</p> | <p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Story Maps. Retelling of stories.</p> | <p>Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter-</p> | <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are</p> | <p>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a</p> | <p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with</p> |



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| | <p>five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book <p>Sequencing familiar stories through the use of pictures to tell the story.</p> <p>Recognising initial sounds.</p> <p>Name writing activities.</p> <p>Engage in extended conversations about stories,</p> | <p>Editing of story maps and orally retelling new stories. Non-Fiction Focus</p> <p>Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</p> | <p>sound correspondences</p> <p>Read a few common exception words matched to SSP.</p> | <p>increasingly influenced by their experiences of books.</p> <p>They develop their own narratives and explanations by connecting ideas or events</p> | <p>story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</p> | <p>relevant comments, questions and reactions.</p> <p>Make predictions</p> <p>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> |
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| | learning new vocabulary. | | | | | |
| <p><u>Writing</u></p> | <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels. Captions Lists Diagrams. Rhyming, alliteration games.</p> | <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area. Help children identify the sound that is tricky to spell. Sequence the story, story maps.</p> | <p>Writing CVC words, Labels using CVC, Guided writing based around developing short sentences in a meaningful context. Create a story board/story map.</p> | <p>writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Character descriptions. Write 2 sentences</p> | <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words</p> | <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description</p> |
| <p><u>Phonics-</u> At Limehurst we use Supersonic Phonics</p> | <p>Our phonics programme matches or exceeds the expectations of the NC and the ELG's. We have clear expectations of pupil's phonics progress term by term. Firm Foundations in Phonics 1 (wrap them in rhyme) The Basics 2</p> | | | | | |



to delivers our daily
phonics lessons



The Basics 3

The basics 3+

The Basics 4

See whole school phonics policy for more detailed progression.

Maths

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.



We use WRM alongside NCETM (Numberblocks) to deliver maths. The children have a daily maths session and a daily



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| <p>Getting to know You- Opportunities For settling in and getting to know each other Key times of day. Exploring provision</p> | <p>2-It's Me 1,2,3 Representing 1,2,3 Comparing 1,2,3 Composition 1,2,3 Circles and Triangles Positional language</p> | <p>4-Alive in 5 Introducing zero Comparing numbers to 5 Composition of 4 & 5 Compare Mass (2) Compare Capacity (2)</p> | <p>6-Building 9 & 10 9 & 10 Comparing numbers to 10 Bonds to 10 3D-shape Pattern (2)</p> | <p>7-To 20 and Beyond Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1) Match, Rotate, Manipulate</p> | <p>9-Find my Pattern Doubling, sharing and grouping Odd and Even Spatial reasoning (3) Visualise and Build</p> |
| <p>1-Just Like Me! Match and Sort Compare Amounts Compare Mass and Capacity Exploring patterns Compare Mass and Capacity Exploring patterns</p> | <p>3-Light and Dark Representing numbers to 5 One More and one Less Shapes with 4 sides Time</p> | <p>5-Growing 6,7,8 6,7 & 8 Making pairs Combining 2 groups Length & Height & Time</p> | <p>Consolidation (one week)</p> | <p>8- First, then, now Adding more Taking away Spatial reasoning (2) Compose and Decompose</p> | <p>10-On the Move Deepening Understanding Patterns and Relationships Spatial reasoning (4) Mapping</p> |



Alongside daily maths sessions and daily Mastering Number sessions (NCETM programme) the children engage in daily class counting, daily opportunities to observe and discuss ten's frames (self registration/book vote/dinner choice) daily discussions around calendars/time.

Expressive Art and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Expressive Art and Design

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| <p>Join in with familiar songs. Begin to mix colours.</p> <p>join in with role play games and use resources available for props.</p> <p>Build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases.</p> | <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations</p> <p>Role Play of The Nativity</p> | <p>Listen to music and make their own dances in response. Children will be encouraged to select the tools and techniques they need to assemble materials that they are using</p> | <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Make different textures; make patterns using different colours</p> <p>Explore ways to use recycled materials.</p> | <p>Choose resources to join and link. Junk modelling. Create with a purpose in mind. Work together on a collaborative project.</p> | <p>Invent and adapt own stories. Create representations of real objects using different.</p> |
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| <p><u>Understanding the World</u></p> | <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> | | | | | |
| <p><u>Understanding the World</u></p> | <p>Discovery RE- What makes people special? Similarities and differences (self/environment/families)</p> | <p>Discovery RE- What is Christmas? Seasonal change Autumn walk Different traditions Celebrations</p> | <p>Discovery RE- How do people celebrate? Compare and contrast environments and countries. Seasonal change</p> | <p>Discovery RE- What is Easter? Recycling Plastic pollution What they can do to help our world.</p> | <p>Discovery RE- What makes places special? Lifecycle/ Seasonal change Look at how local environment has changed. Look at how they have changed. Lifecycles-plants and animals</p> | <p>Discovery RE- What can we learn from stories? Seasonal change Transition</p> |
| <p><u>Assessment and reporting</u></p> | <p>Government Baseline. Results submitted to DFE In house baseline Data submitted to SLT and L.A Internal moderation</p> | <p>Phonics assessment Internal moderation On-going observations Parents Evening.</p> | <p>Phonics assessment Mid year assessments. Data submitted to SLT Parents Evening</p> | <p>Phonics assessment Parents Evening Internal moderation On-going observations</p> | <p>Phonics assessment Internal moderation On-going observations</p> | <p>Phonics assessment ELG Data submitted to L.A, SLT and KS1 lead. Reports</p> |



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| | On-going observations | | Internal moderation On-going observations | | | |
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