



## Long Term Planning 2023 - 24

### Reception

Glossary of terms and abbreviations	<p><b>COEL</b> – Characteristics Of Effective Learning  <b>CLL</b> – Communication, Language and Literacy  <b>PD</b> – Physical Development  <b>PSED</b> – Personal, Social and Emotional Development  <b>UW</b> – Understanding the World  <b>EAD</b> – Expressive Arts and Design  <b>LIT</b> – Literacy  <b>M</b> – Maths  <b>Phonics</b> – The way we teach children to read words using sounds (phonemes) assigned to letters or groups of letters (graphemes)  <b>HFW</b> – High Frequency Words. The most common words in English – these are not always decodable using phonics.  <b>EYFS</b> – Early Years Foundation Stage (Nursery and Reception)  <b>National Curriculum</b> – The objectives and skills taught in years 1 to 6  <b>Tapestry</b> – computer software used by staff in Reception and Nursery to record children's development. This can be access by parents.</p>					
Overview	<p>COEL – Playing and Exploring/Active Learning/Creating and Thinking Critically are embedded in all areas of learning and recorded using Tapestry.  Our Nursery Curriculum is based on our on-going knowledge about the community we serve. It is rooted in the key elements of learning that are essential for our children to be confident speakers; be able to read, write and understand mathematical concepts, thus ensuring they are ready for their transition into Reception. Developing good Speaking and Listening skills are a priority within our Early Years Curriculum which includes the early identification of concerns in this area.  Our curriculum is mapped out over a year with a separate progression of skills document which builds on children's knowledge, skills and understanding term on term. The curriculum is as rich outdoors as it is indoors ensuring that children have a wide range of indoor and outdoor experiences no matter the weather utilising a large outdoor area to explore and learn in. The curriculum is underpinned, by the use of fiction and non-fiction texts, which are introduced over a two-year program.  Children at Whitmore are active participants in their learning, and teaching is adapted, to take into account children's prior knowledge, skills, understanding and interests. Class teachers ensure all children make progress through identifying gaps in an individuals' learning and putting next steps in place to close these. Parents are actively involved in their children's learning through regular parent's meetings, reading afternoons and Tapestry observations of their child's learning.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Events	<p>Welcoming new children  Settling in  Baseline assessment  Autumn</p>	<p>Firework night  Firefighter visit  Guy Fawkes  Diwali  Winter  Anti-bullying Week  Remembrance Day  Children in Need  Celebration Assembly  Christmas Production</p>	<p>Chinese New Year  Mother's Day  Easter  Pancake Day  Valentine's Day  Celebration Assembly</p>	<p>Spring  Egg experiment  Caterpillars  Celebration Assembly  Mini-beast workshop</p>	<p>Start PE in the hall  Summer  Celebration assembly  Growing a beanstalk  Trip out</p>	<p>Sports Day  Open Evening  Year 1 skills  Celebration Assembly  Join playtimes in Year 1</p>
Prime Areas of Learning	<p><b>CLL:</b> social phases / engage in stories / start a conversation / learn new vocabulary  <b>PD:</b> holds a pencil / begin to develop body strength / healthy teeth and brushing teeth  <b>PSED:</b> knows peers' names / forms new friendships / knows class rules</p>	<p><b>CLL:</b> active listening / engage in non-fiction books / describe an event  <b>PD:</b> develop ball skills and small motor skills  <b>PSED:</b> manage toileting / able to share / begin to regulate behaviour</p>	<p><b>CLL:</b> use new vocab / ask relevant questions  <b>PD:</b> Develop a handwriting style / refine movement skills / further develop body strength  <b>PSED:</b> think about others and wait their turn</p>	<p><b>CLL:</b> connect ideas using connectives  <b>PD:</b> further refine ball skills/learn about tooth brushing  <b>PSED:</b> express their feelings and consider others' feelings</p>	<p><b>CLL:</b> retell stories / articulate ideas in sentences  <b>PD:</b> use small and large apparatus safely and with skill  <b>PSED:</b> begin to moderate their own feelings socially and emotionally / changing for PE</p>	<p><b>CLL:</b> hold a back and forth conversation and explain why things happen  <b>PD:</b> have accuracy, precision, confidence, competence in physical activities  <b>PSED:</b> focus attention and know right from wrong and regulate own behaviour</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Specific Areas of Learning	<b>UW:</b> talks about own family / investigates environment/our teeth/healthy eating <b>EAD:</b> using large brushes / playdough / printing / music making <b>LIT:</b> mark making / enjoy stories / funky writing / write own name <b>M:</b> Match sort & compare / Talk about measure & patterns / It's me 1,2, 3.	<b>UW:</b> talk about figures from the past/the body and our bones/changes in seasons <b>EAD:</b> using clay / mixing colours / Christmas songs <b>LIT:</b> lists / captions /reading words and simple sentences / funky writing / writing recognisable letters and simple sentences they can read <b>M:</b> Circles and triangles / 1,2,3,4,5 / Shapes with 4 sides.	<b>UW:</b> understand people have different beliefs/materials <b>EAD:</b> create in a group / use pitch / use thinner brushes / plasticine <b>LIT:</b> read using blending / use story vocabulary in their play / spelling some tricky words in their sentences <b>M:</b> Alive in 5 / Mass and capacity/ Growing 6, 7, 8	<b>UW:</b> explore the world around them/caterpillar/chicken lifecycle <b>EAD:</b> express ideas through music, dance, art <b>LIT:</b> predict key events in stories / use segmenting to spell new words <b>M:</b> Building 9 and 10 / Length, height and time / Explore 3D shapes.	<b>UW:</b> recognise different environments/minibeasts <b>EAD:</b> use previous learnt skills in their work <b>LIT:</b> form upper and lower case letters correctly <b>M:</b> To 20 and beyond / How many now? / Manipulate, compose and decompose.	<b>UW:</b> understand the changing seasons/floating and sinking/freezing and melting/plastic pollution/the moon and space <b>EAD:</b> able to talk about their creations <b>LIT:</b> write sentences that can be read by others / read a book using phonic skills <b>M:</b> Sharing and grouping / visualise, build and map / make connections.
Phonics	<b>Phase 2 graphemes:</b> <i>s a t p i n m d g o c k c k e u r h b f l</i>  <b>New tricky words:</b> <i>is, l, the</i>	<b>Phase 2 graphemes:</b> <i>ff ll ss j v w x y z z qu ch sh th ng nk</i> <i>Words with –s /s/ added at the end (hat sits)</i> <i>Words ending in s /z/ (his) and wuth –s /z/ added at the end (bags sings)</i>  <b>New tricky words:</b> <i>put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</i>	<b>Phase 3 graphemes:</b> <i>ai ee igh oa oo o oar or ur ow oi ear air er</i> <i>Words with double letters</i> <i>Longer words</i>  <b>New tricky words:</b> <i>was, you, they, my, by, all, are, sure, pure</i>	<b>Review of phase 3 graphemes:</b> <i>Words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</i> <i>Words with s /z/ in the middle</i> <i>Words with –s /s/ /z/ at the end</i> <i>Words with –es /z/ at the end</i>  <b>Review tricky words taught so far</b>	<b>Phase 4:</b> <i>Short vowels with adjacent consonants</i> <i>CVCC CCVC CCVCC CCCVC CCCVCC</i> <i>Longer words and compound words</i> <i>Words ending in suffixes</i> <i>-ing, –ed /t/, -ed /id/ /ed/, -est</i>  <b>New tricky words:</b> <i>said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</i>	<b>Phase 4 graphemes:</b> <i>Phase 3 long vowel graphemes with adjacent consonants</i> <i>CVCC CCVC CCCVC CCV CCVCC</i> <i>Words ending in suffixes</i> <i>-ing, -ed /t/, -ed /id/ /ed/, -ed /d/ -er, -est</i> <b>Review tricky words taught so far</b>
Books	<b>Fiction</b> <i>Colour Monster</i> <i>The Feelings Book</i> <i>It's Okay to be Different</i> <i>Elmer</i> <i>Monkey's Family Visit the Dentist</i>  <b>Non-Fiction</b> <i>What to Eat and Drink?</i> <i>What Can You See in Autumn?</i> <i>Autumn</i> <i>It's Harvest Time</i>	<b>Fiction</b> <i>Funny Bones</i> <i>Dandy Lion</i> <i>Winter</i> <i>Binny's Diwali</i> <i>Dear Santa</i>  <b>Non-Fiction</b> <i>The Gunpowder Plot</i> <i>Where the Poppies Now Grow</i>  <i>The Story of Baby Jesus</i>	<b>Fiction</b> <i>The Three Little Pigs</i> <i>Jack and the beanstalk</i> <i>A New Chair for Baby Bear</i> <i>The Three Billy Goats Gruff</i> <i>Love Monster</i>  <b>Non-fiction</b> <i>Dig Dig Digging</i>	<b>Fiction</b> <i>The Odd Egg/Egg Drop</i> <i>The Very Hungry Caterpillar</i> <i>Charlie the Firefighter</i> <i>Zog and the Flying Doctors</i> <i>Dr Ranj Super Heroes Like Me</i>  <b>Non-Fiction</b> <i>Marie Curie</i> <i>Police Officer</i> <i>Doctor</i>	<b>Fiction</b> <i>The Enormous Turnip</i> <i>The Gruffalo/The Gruffalo's Child</i> <i>Mad about minibeasts</i> <i>Hansel and Gretel</i> <i>The Smartest Giant in Town</i>  <b>Non-fiction</b> <i>Greta and the Giants</i>	<b>Fiction</b> <i>We're Going on a Bear Hunt</i> <i>Mr Gumpy's Outing</i> <i>Whatever Next</i> <i>Harry Saves the Ocean</i>  <b>Non-Fiction</b> <i>Seashore</i> <i>When I Grow Up</i> <i>Moon Landing</i>
Spanish	<b>Greetings</b> <i>Say 'hello' (formally and informally)</i> <i>Say their name</i> <i>Ask how somebody is feeling and give a reply</i> <i>Say 'goodbye' and 'see you soon'</i>		<b>Colours and Numbers</b> <i>Name and recognise up to 10 colours in Spanish</i> <i>Count from 1-10 ten in Spanish</i>		<b>Under the Sea</b> <i>Recognise, recall and remember up to 7 different sea creatures in Spanish</i> <i>Recognise, recall and remember a short phrase for each sea creature in Spanish</i> <i>Learn to listen attentively to, understand and participate actively in a Spanish song about creatures that live under the sea</i>	

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Wk 1	4 days Getting to Know You	4 days Identify, name and compare circles and triangles	2 days Find and represent 0	Find and represent 9 and 10 / Compare numbers to 10 <b>Mastery:</b> Comparison	Build numbers beyond 10	Sharing & Grouping
	Wk 2	Match pictures and objects, identify a set and sort objects with rules <b>Mastery:</b> subitising	Find and represent 4 <b>Mastery:</b> Counting, ordinality and cardinality	Find, subitise and represent 0 to 5 Find 1 more and 1 less 0-5/ explore composition <b>Mastery:</b> Subitising	Number bonds to 10 <b>Mastery:</b> Composition	Continue patterns beyond 10	
	Wk 3	Compare amounts <b>Mastery:</b> Counting, cardinality and ordinality	Find and represent 5 <b>Mastery:</b> Comparison	Compare mass/find a balance/ explore & compare capacity <b>Mastery:</b> Counting, ordinality and cardinality	Doubles to 10 <b>Mastery:</b> Composition	Adding more	Visualise, build and map 1
	Wk 4	Compare size, mass and capacity <b>Mastery:</b> Composition	Composition of 4 and 5 One more and one less than 4 and 5 <b>Mastery:</b> Composition	Find & represent 6, 7 and 8 <b>Mastery:</b> Composition	Odd and Even <b>Mastery:</b> Composition	4 days Taking away	Visualise, build and map 2
	Wk 5	Explore, copy, continue and create simple patterns <b>Mastery:</b> Subitising	Make pairs / Combine 2 groups / Conceptual subitising <b>Mastery:</b> Composition	Find & Make doubles to 8 <b>Mastery:</b> Composition	3D Shapes	Manipulate, compose and decompose shapes	Deepening Understanding
	Wk 6	Find and represent 1, 2 and 3 <b>Mastery:</b> Comparison	Identify and name shapes with 4 sides /Combine shapes with 4 sides <b>Mastery:</b> Counting, ordinality and cardinality	Length, height & Time <b>Mastery:</b> Comparison		2 days Counting beyond 20	Patterns Identify units of repeating patterns /Create & explore own pattern rules
	Wk 7	Composition of 1,2 and 3	Consolidation & Assessment	4 days Copy and continue complex patterns <b>Mastery:</b> Counting, ordinality and cardinality			Consolidation
	Wk 8		3 days My day and night				2 days Number games