

Long Term Planning 2024 - 2025

Reception

Glossary of terms and abbreviations		<p>COEL – Characteristics Of Effective Learning CLL – Communication, Language and Literacy PD – Physical Development PSED – Personal, Social and Emotional Development UW – Understanding the World EAD – Expressive Arts and Design LIT – Literacy M – Maths Phonics – The way we teach children to read words using sounds (phonemes) assigned to letters or groups of letters (graphemes) HFW – High Frequency Words. The most common words in English – these are not always decodable using phonics. EYFS – Early Years Foundation Stage (Nursery and Reception) National Curriculum – The objectives and skills taught in years 1 to 6 Tapestry – computer software used by staff in Reception and Nursery to record children's development. This can be accessed 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.</p> <p>Our Reception 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 the National curriculum in Year One. Developing good Speaking and Listening skills are a priority within our Early Years Curriculum which includes the early identification of concerns in this area.</p> <p>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.</p> <p>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 individual's 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 & Topics		Welcoming new children Settling in Baseline assessment Autumn Outside/inside Joins playtime in Year 1	Fireworks night Firefighter visit Diwali Winter Remembrance day Christmas production Knowing yourself Space and our world	Chinese New Year Easter Pancake day Valentine's day Celebration assembly Minibeast visit Starting PE in the hall	Spring Caterpillars Sowing a seed Nature & the planet Trip out	Summer Celebrating self Road safety visit	Sports day Open evening Year 1 skills Learn to ride Family and friends Fabric and materials Police officer visit
Prime Areas of Learning	CLL	<i>Social phases</i> <i>Engage in stories</i> <i>Start a conversation</i> <i>Learn new vocabulary</i>	<i>Active listening</i> <i>Engage in non-fiction books</i> <i>Describe an event</i>	<i>Use new vocab</i> <i>Ask relevant questions</i>	<i>Connect ideas using connectives</i>	<i>Retell stories</i> <i>Articulate ideas in sentences</i>	<i>Hold a back-and-forth conversation and explain why things happen</i>
	PD	<i>Holds a pencil</i> <i>Begin to develop body strength</i> <i>Healthy teeth and brushing teeth</i>	<i>Develop ball skills and small motor skills</i>	<i>Develop a handwriting style</i> <i>Refine movement skills</i> <i>Further develop body strength</i>	<i>Further refine ball skills</i> <i>Learn about tooth brushing</i>	<i>Use small and large apparatus safely and with skill</i>	<i>Have accuracy, precision, confidence, competence in physical activities</i>
	PSED	<i>Knows peers' names</i> <i>Forms new friendships</i> <i>Knows class rules</i>	<i>Manage toileting</i> <i>Able to share</i> <i>Begin to regulate behaviour</i>	<i>Think about others and wait their turn</i>	<i>Express their feelings and consider others' feelings</i>	<i>Begin to moderate their own feelings socially and emotionally</i> <i>Changing for PE</i>	<i>Focus attention and know right from wrong and regulate own behaviour</i>

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Specific Areas of Learning	UW	Talks about own family Investigates environment Our teeth Healthy eating Harvest festival	Talk about figures from the past Understand people have different beliefs The moon and space Changes in seasons	Changes in seasons Fiction and real life Special occasions	Explore the world around them Recognise different environments Lifecycles	Recognise different environments Differences between us Floating and sinking	Understand the changing seasons People who help us
	EAD	Using large brushes Playdough Printing Music making	Using clay Mixing colours Christmas songs	Create in a group Use pitch Use thinner brushes Plasticine	Express ideas through music, dance, art	Use previous learnt skills in their work	Able to talk about their creations
	LIT	Mark making Enjoy stories Funky writing Write own name, labels, captions Oral-retelling Developing a new character Own version narratives Simple explanations Tourist information leaflet	Read using blending Lists / captions / funky writing Writing recognisable letters Signs and labels / thought bubbles / flyers / letters of advice / narrative own version / posters / advice letters / party invitations / information texts	Use story vocabulary in play Spelling some tricky words Thought bubbles / labels / oral re-telling / writing in role / thank you letters / letters of encouragement / a retelling / song lyrics / job applications Alternative character version	Predict key events in stories Use segmenting to spell new words Labels and captions / advice / re-telling / writing in role / narrative / letter / advice leaflets / labels / letters of advice / instructions / narratives	Form upper- and lower-case letters correctly Innovated spoken rhymes / questions / notes of advice / lists / instructions / leaflet / writing in role / letters / labels and captions / how to be guides	Write sentences that can be read by others Read a book using phonic skills Rhyming flipbooks / questions / captions and labels / own version rhyming narrative / signage / letters of advice / lists / labelled diagrams / simple explanation
	M	Match sort & compare Talk about measure & patterns It's me 1, 2, 3	Circles and triangles 1,2,3,4,5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8	Building 9 and 10 Length, height and time	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, map and build

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Wk 1 4 days Staggered start	4 days ff ll ss j	ai ee igh oa	Review Phase 3 ai ee igh oa oo ar or ur oo ow oi ear	4 days Short vowels CVCC	Summer 1 content root words ending in: -ing, -ed /t/, -ed /l/d/ /ed/ -est
	Wk 2 s a t p	v w x y	oo oo ar or	Review Phase 3 er air words with double letters longer words	Short vowels CVCC CCVC	Assess and review
	Wk 3 i n m d	z zz qu words with -s /s/ added at the end (hats sits) ch	ur ow oi ear	Words with two or more digraphs	4 days Short vowels CCVCC CCCVC CCCVCC	Summer 2 content begins Long vowel sounds CVCC CCVC
	Wk 4 g o c k	sh th ng nk	air er words with double letters: dd mm tt bb rr gg pp	Longer words words ending in -ing Compound words	Longer words Compound words	Long vowel sounds CCVC CCCVC CCV CCVCC
	Wk 5 ck e u r	words with -s /s/ added at the end (hats sits) words ending in s /z/ (his) and with -s /z/ added at the end (bags)	Longer words	Longer words words with s /z/ in the middle words with -s /s/ /z/ at the end words with -es /z/ at the en	2 days	Longer words Phase 4 words with -s /s/ at the end Phase 4 words with -s /z/ at the end Phase 4 words with -es /z/ at the end
	Wk 6 h b f l	Assess and review	Assess and review	Assess and review		Longer words Root words ending in -ing, -ed /t/, -ed /l/d/ /ed/, -ed /d/
	Wk 7 Assess and review	Assess and review				Longer words Root words ending in: -er, -est
	Wk 8 Assess and review					2 days Assess and review

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Handwriting	Wk 1 4 days Staggered start	4 days Individual letter formation <i>Trace and write the letters ck, e</i>	Individual letter formation <i>Trace and write the letter w, x</i>	Form ascenders accurately <i>Trace and write the digraph ch</i>	4 days (week 1) Form ascenders and descenders <i>Trace and write the trigraph igh</i>	Form letters the correct size <i>Trace and write the digraph air</i>
	Wk 2 Pre-letter formation <i>Trace the lines and colour the pictures</i>	Individual letter formation <i>Trace and write the letters u, r</i>	Individual letter formation <i>Trace and write the letter y, z</i>			Trace and write the capital letters V and W <i>Trace and write words</i>
	Wk 3 Individual letter formation <i>Trace and write the letter s, a</i>	Individual letter formation <i>Trace and write the letters h, b</i>	Individual letter formation <i>Trace and write the letter q</i>	Form letters at the correct height <i>Trace and write the digraph th</i>	4 days Form letters the correct size <i>Trace and write the digraph ar, oa</i>	Trace and write the capital letters B and D <i>Trace and write words</i>
	Wk 4 Individual letter formation <i>Trace and write the letter t, p</i>	Individual letter formation <i>Trace and write the letters f, l</i>	Consolidate			Form letters the correct size <i>Trace and write the digraph oi, ow</i>
	Wk 5 Individual letter formation <i>Trace and write the letter i, n</i>	Double letter formation <i>Trace and write the double consonants ll and ss</i>	Consolidate	Place a dot over the letter i <i>Trace and write the digraph ai</i>	2 days Consolidate	Trace and write the capital letters S and U <i>Trace and write words</i>
	Wk 6 Individual letter formation <i>Trace and write the letter m, d</i>	Individual letter formation <i>Trace and write the letter j, v</i>	Consolidate			Trace and write the capital letters E and F <i>Trace and write words</i>
	Wk 7 Individual letter formation <i>Trace and write the letter g, o</i>	Consolidate				Trace and write the capital letters T and L <i>Trace and write words</i>
	Wk 8 Individual letter formation <i>Trace and write the letter c, k</i>					2 days Individual numeral formation <i>Trace and write the numerals 0, 1, 2, 3, 4, 6, 7, 8, 9</i>
Ongoing skills taught throughout the year <i>Developing fine motor control; using correct pencil grip</i> <i>Developing fine motor control; hand-eye co-ordination</i> <i>Left to right directional flow; producing a controlled line</i> <i>Trace, copy and complete patterns; pre-letter formation practice</i> <i>Forming words from left to right on a line; leaving spaces between words in a sentence</i>						

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	-----------------	-----------------	-----------------	-----------------	-----------------	-----------------

Oracy Skills Taught		Physical <i>To speak audibly so they can be heard and understood</i> Linguistic <i>To join phrases with words such as 'if', 'because' 'so' 'could' 'but'</i> Cognitive <i>To use 'because' to develop their ideas</i> Social and Emotional <i>To listen attentively in a pair</i>	Physical <i>To use gesture to support meaning in play sometimes</i> Linguistic <i>To use talk in play to practice new vocabulary</i> Cognitive <i>To ask questions</i> Social and Emotional <i>To listen attentively in a pair or small group</i>	Physical <i>To use gesture to support meaning in play often</i> Linguistic <i>To use talk in play to practice new vocabulary</i> Cognitive <i>To wonder about ideas</i> <i>To describe events that have happened to them in detail</i> Social and Emotional <i>To take turns to speak with a partner independently</i>			
Talk Tactics taught		<i>Encourage</i> <i>Suggest</i> <i>Speculate</i> <i>Instigate</i> <i>Stretch</i>	<i>Encourage</i> <i>Suggest</i> <i>Speculate</i> <i>Instigate</i> <i>Stretch</i> <i>Build</i>	<i>Encourage</i> <i>Suggest</i> <i>Speculate</i> <i>Instigate</i> <i>Stretch</i> <i>Build</i> <i>Challenge</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 <i>Mastery: How many altogether</i>	Find, subitise and represent 0 to 5 <i>Find 1 more and 1 less 0-5</i> <i>Explore composition</i> <i>Mastery: Perceptual subitising</i>	Find and represent 9 and 10 <i>Compare numbers to 10</i> <i>Mastery: Order 1-10</i>	4 days Continue patterns beyond 10 <i>Mastery: Count larger sets</i>	Sharing equally
	Wk 2	Getting to Know You	Find and represent 4 <i>Mastery: Compare groups</i>	Compare mass <i>Find a balance</i> <i>Explore & compare capacity</i> <i>Mastery: One more 1-5</i>	Number bonds to 10 <i>Mastery: Compare to 8</i>	Adding more <i>Mastery: Subitise doubles</i>	Grouping
	Wk 3	Match pictures and objects <i>Identify a set and sort objects with rules</i>	Find and represent 5 <i>Mastery: Wholes and parts</i>	Find & represent 6, 7 and 8 <i>Mastery: Composition of 5</i>	Doubles to 10 <i>Mastery: Doubles</i>	4 days Taking away <i>Mastery: Composition to 5</i>	Visualise, build and map <i>Identify units of repeating patterns</i> <i>Create & explore own pattern rules</i>
	Wk 4	Compare amounts <i>Mastery: Subitise 1-3</i>	Composition of 4 and 5 <i>One more and one less than 4 and 5</i> <i>Mastery: Composition of 3, 4 & 5</i>	Find & make doubles to 8 <i>Mastery: Composition to 7</i>	Odd and Even <i>Mastery: Part, part, whole</i>	Manipulate, compose and decompose shapes <i>Mastery: Compose 6-9 with 5 and a bit</i>	Visualise, build and map <i>Describe positions, explore maps</i>
	Wk 5	Compare size, mass and capacity <i>Mastery: Counting how many</i>	Conceptual subitising <i>Make pairs</i> <i>Combine 2 groups</i> <i>Mastery: How many are there?</i>	Length, height & time <i>Mastery: More than, fewer than</i>	3D Shapes <i>Mastery: Sorting objects</i>	2 days Counting beyond 20 <i>Mastery: More and less</i>	Make connections
	Wk 6	Explore, copy, continue and create simple patterns <i>Mastery: Composition of 3 and 4</i>	Identify and name shapes with 4 sides <i>Combine shapes with 4 sides</i>	Copy and continue complex patterns	Build numbers beyond 10		Consolidation
	Wk 7	Find and represent 1, 2 and 3 <i>Mastery: Subitise to 4</i>	Find and represent 0 Consolidation & Assessment				Consolidation
	Wk 8	Composition of 1,2 and 3 <i>Mastery: More than & fewer than</i>					2 days Consolidation
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books studied in class		The Colour Monster <i>Anna Llenas</i> Where the Wild Things Are <i>Maurice Sendak</i> Bringing the Rain to Kapiti Plain <i>Verna Aardema</i>	Binny's Diwali <i>Thrity Umrigar</i> Look Up! <i>Nathan Bryon</i> Ning and the Night Spirits <i>Adriana Fong</i>	The Magic Paintbrush <i>Julia Donaldson</i> Super Milly and the Super School Day <i>Stephanie Clarkson</i>	The Tiny Seed <i>Eric Carle</i> The Extraordinary Gardener <i>Sam Boughton</i>	My Shadow is Pink <i>Scott Stuart</i> The Night Pirates <i>Peter Harris</i>	Oi! Frog <i>Kes Gray</i> Izzy Gismo <i>Pip Jones</i> When I Grow Up <i>Tim Minchin</i>

Religious Education	RE objectives taught	Theology	Philosophy	Human / Social Sciences
		<i>I can recognise simple religious beliefs or teachings I can talk about some aspects of a religious or belief story I can use key theological vocabulary such as 'God' I can recreate religious and belief stories with 'small world' play I can talk about sacred texts</i>	<i>I can ask interesting and puzzling questions about religious and belief stories I can ask puzzling and interesting questions about the world around me I can talk about what concerns me about different ways in which people behave I can say what is important, or has value, to me I can use my senses to investigate religion and belief</i>	<i>I can identify simple features of religious life and practices in a family context I can recognise a number of religious words I know where some religious worldviews originated I can name some religious symbols I can name some religious artefacts I can talk about religious events I see or hear (festivals, ceremonies, etc) I can talk about what people wear because of my beliefs I can visit a local place of worship I can talk to someone who holds a particular religious or non-religious belief</i>
	Specific units	Autumn Term	Spring Term	Summer Term
		Religions: Christianity / Judaism Unit Name: Special People Religion: Christianity Unit Name: Christmas	Religion and beliefs: Hinduism (also Nowruz and Chinese New Year) Unit Name: Celebrations Religion: Christianity Unit Name: Easter	Religions: Christianity, Islam, Hinduism, Sikhism Unit Name: Story time Religions: Christianity, Islam, Judaism Unit Name: Special places
Notes	<p>Specific units that are taught in RE are based around key stories from the religions that children will study in KS1 and KS2</p> <p>The specific RE objectives are adapted from the 2022 Essex Agreed Syllabus – these are taught through free flow and direct teaching activities</p> <p>The areas of the EYFS that are covered are the essential skills needed for children to be able to fully access their RE learning in subsequent years; children may learn about cultural and religious festivals as part of their topics, as well as gaining a wider understanding of the world beyond Basildon</p>			

Physical Education	Expectations and objectives	Physical Development End of Autumn term expectations	Physical Development End of Spring term expectations	Physical Development End of Summer term expectations
		<i>I can take a T-shirt and jumper on/off on my own, may be back to front I can pull up clothes on own I can maintain balance around corners/cones I can throw a ball forward using appropriate technique- rotating trunk/swinging arms I can catch a large ball by bringing my hands into chest I can direct kick to knock down a tower I can walk along a chalk line I can jump forward, taking off and landing on 2 feet</i>	<i>I can put on shoes and socks correctly I can fasten a zip on my own I can stop a bike using brakes/feet I can pedal down an incline maintaining balance I can hit a target with a tennis ball using underarm throw I can bounce a large ball I can walk towards and kick a ball I can walk along a low and wide balance beam I can hop on 1 foot 2-3 times</i>	<i>I can dress and undress on own 2-wheel bike –I can pedal and maintain balance for a few feet on the flat I can throw tennis ball underhand using trunk rotation and opposing arm/leg movements I can bounce and catch a large ball using 2 hands I can run towards and kick a ball I can hold a controlled static balance on one leg I can jump and turn in the air</i>
	Skills taught in PE lessons Autumn term	Skills taught in PE lessons Spring term	Skills taught in PE lessons Spring term	
Notes	Fundamentals <i>I am confident to try new challenges I can negotiate space safely with consideration for myself and others I follow instructions involving several ideas or actions I play co-operatively, take turns and encourage others I play games honestly with consideration of the rules I use movement skills with developing balance and co-ordination when playing games</i>	Ball Skills <i>I can make independent choices I can negotiate space safely with consideration for myself and others I persevere when trying new challenges I play ball games with consideration of the rules I play co-operatively and take turns with others I use ball skills with developing competence and accuracy</i>	Games <i>I can negotiate space safely with consideration for myself and others I follow instructions involving several ideas or actions I play co-operatively, take turns and encourage others I play games honestly with consideration of the rules I show an understanding of my feelings and can regulate my behaviour I use ball skills with developing competence and accuracy I use movement skills with developing balance and co-ordination</i>	
	<p>These objectives are from the EYFS skills document, which has been adapted from Development Matters and other guidance; this document is available on the Whitmore Primary School and Nursery website</p> <p>Children in Reception will start PE lessons in the Autumn term</p> <p>At the start of the Spring term, children will need to start getting changed into their PE kits for PE lessons</p>			