

Reception Long Term Plan



Our vision is at the heart of all we do:

"Do everything in Love" 1 Corinthians 16:14,

At Ide Hill Church of England Primary, we seek the 'abundant life' that Jesus promised (John 10:10) - pupils and staff flourish. From the tiny Saplings in Reception to the mighty Oaks of Year 6, children are nurtured through the learning and experiencing of respect, responsibility and love - and the greatest of these is love (1 Corinthians 13:13).

Intent: At Ide Hill CofE Primary School we work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning right from Reception, with our vision and values at the heart of all we do.

It is our intent that all children in Reception develop physically, verbally, cognitively and emotionally in an environment, which values all cultures, communities and people. We aim for our children to be confident, curious and independent, to believe in themselves and interact positively with others, to be successful learners and to flourish.

Implementation: **“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.” EYFS Statutory Framework September 2021**

Our longterm plan is constantly evolving, depending upon the needs of children in the class and their interests. We aim to support all children and how they learn, by developing the “whole” child and learning through play. With the EYFS Framework principles firmly embedded, we provide planned teacher-led and child-initiated play, activities and continuous provision, allowing for high quality interactions with the children and for catching those unplanned “teachable” moments. From day one, the important routines of the day and expectations are put in place to enable each child to feel safe and secure. We model how to communicate and use appropriate language, supporting “back and forth” conversations, sharing ideas, exploring and questioning, retelling, using talk partners in a safe and encouraging environment. We love finding and learning new words for facts together! The environment and resources are designed to meet the developing needs of every child, providing a stimulating, nurturing space where children feel happy and enthusiastic to play and learn. We provide experiences that the children can relate to and feel comfortable with, provide resources and activities for their physical development and, over the year, we will plan challenges for the children to negotiate and extend their learning. Staff interact in meaningful, supportive ways by explaining, demonstrating and setting challenges, as well as modelling the important skill of listening to each other. Through careful transition planning in the summer term, staff begin to build a picture of each child, what they know and understand and can do. We continue to assess each child through careful observation and planning, to develop their next steps in new skills and knowledge, monitoring their progress over the year. We focus on their attitudes to learning and play (Characteristics of Effective Learning) in a supportive and encouraging environment, so they start Y1 as happy, engaged and successful individuals.

Please read in conjunction with the Saplings’ Progression of Skills document.

Saplings Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS Principles	<p>Unique Child: every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments who respond to their individual interests and needs and help them to build their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).</p>					
Characteristics of Effective Learning	<p>Playing and Exploring: children investigate and experience things, and 'have a go'</p> <p>Active Learning: children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</p> <p>Creating and Thinking Critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p> <p>At Ide Hill CofE Primary School we understand that play is an integral part of learning and this is at the heart of our early year's curriculum. We believe that the correct balance of adult directed and uninterrupted child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff, parents and children, consistent routines and strong relationships with parents are key.</p>					

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
General Themes: These themes are a starting point to allow for children's interests.	WHAT MAKES "ME"? Starting school / getting to know my new class / Being me in my world and what I like/don't like / Being kind and making friends / celebrating differences / Family and a sense of belonging/ Harvest	ARE YOU SITTING COMFORTABLY? Traditional tales/storytelling Autumn and seasonal changes / Hibernation – British animals / People who help us / posting letters / Link to Diwali/Hanukkah and Nativity story. Remembrance.	WHO IS JACK FROST? Winter and seasonal changes / Chinese New Year and story of Great Race / hibernation & topor – bears / 8 species of bear / where do bears live?	HOW DOES YOUR GARDEN GROW? Life cycles of butterflies, frogs and hens / human growth and keeping healthy. Habitats / Spring & seasonal changes / how does a seed grow? / Plants and weather Easter	ARE WE THERE YET? Journeys and transport / going on safari – African animals and landscapes & conservations / where shall we go? How will we get there? / Following maps/comparing and contrasting our local environment with others in world	WHAT IS THE COMMOTION IN THE OCEAN? Sea creatures / floating and sinking – design and build boats / pirates & mermaids / fossils & dinosaurs / saving our seas and protecting our planet / changes and moving on

<p>Possible high quality Texts:</p>	<p>Owl Babies All are welcome! The Everywhere Bear My Hair Elmer The Colour Monster goes to school Birthday Bear Super duper you! The Great Big Book of Families! Beegu The Worrysaurus My Skin, Your Skin My Hair</p>	<p>The Little Red Hen The Gingerbread Man The Three Little Pigs Jack and the Beanstalk You Choose – Traditional Tales The Jolly Postman A Letter for Bear Rama and Sita The Nativity story Princess Smartypants/Prince Cinders</p>	<p>Five Bears Bear Snores On Jack Frost The Gruffalo The Great Race Not a Stick! Stickman Goldilocks & 3 bears (alternative) Peace at Last! My Friend, Bear The Empty Pot Mr Wolf's Pancakes</p>	<p>The Hungry Caterpillar Tadpole's Promise Oliver's Vegetables Jasper's Beanstalk Sharing a Shell The Little Green Hen The Tiny Seed How to Grow a Unicorn Tad Mr Wolf's Pancakes</p>	<p>Nisha's Journey Whatever Next! We're going on a lion hunt Handa's Surprise The Whale & the Snail The Journey of Everyday Things Snail Trail A Ticket Around the World The Naughty Bus Oi! Get off the bus!</p>	<p>Someone swallowed Stanley The Lighthouse Keeper's Breakfast Billy's Bucket Tiddler The Storm Whale Pirates Love Underpants! Dinosaur texts The Lion Inside Jack & the Flum Flum Tree</p>
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Possible Enrichment Ideas:	WHAT MAKES "ME"? Birthday celebrations in home corner/Mungo's birthday Harvest / Autumn walk – looking for signs of Autumn Visit to meet donkeys? Teddy Bear's picnic	ARE YOU SITTING COMFORTABLY? Cooking – Autumn recipes Sparkle and Shine – Bonfire Night /Christmas/Diwali/Hannukah Trip to postbox Children in Need/Remembrance Collect a stick – turn it into something amazing.	WHO IS JACK FROST? Cooking – pancakes/Lent Teddy Bear's Picnic Chinese New Year Internet Safety Day Forest School People who help us-visitor?	HOW DOES YOUR GARDEN GROW? Bore Place or Farm visit? Spring walk/Forest Sch Tadpoles/caterpillars Easter – pancakes etc Planting seeds/growing flowers and vegetables World Book Day Easter Pause Day Mothering Sunday	ARE WE THERE YET? Map out your journey to school Ramadan/Eid Forest School Visitor – growing up in a different country	WHAT IS THE COMMOTION IN THE OCEAN? World Environment Day Whole School walk to Emmetts? Pirate invasion Forest School
Assessment	Baseline Assessment Nursery/Pre School data In House Baseline Assessments	PPM/Data Parents Evenings	Moderation	PPM/Data Parents Evenings	Moderation	EYFS Profile/Handover
Parents:	Wow moments Staggered Start Learning Journey Phonics Workshop Home School Agreement Show and Share afternoon	Wow moments Learning Journey Parents Evening Sparkle & Shine Nativity	Wow moments Learning Journey Show and Share Afternoon Reading Volunteers	Wow moments Learning Journey Parents Evenings Reading Volunteers	Wow moments Learning Journey Show and Share Afternoon Reading Volunteers	Wow moments Learning Journey EYFS Profile and Reports Sports day and picnic/Transition Reading Volunteers

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Communication and Language Educational Programme	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.					
COMMUNICATION & LANGUAGE Overview Listening, Attention and Understanding Speaking	Welcome to EYFS Settling in Taking turns to listen Model back and forth conversations Follow instruction and daily routines Express your preferences/passions	Tell me a story! Listen to and recount a story with repeated phrases and actions To begin to understand what a question is Follow simple two-step instruction Share with a small group	Tell me why! Remember key events in a story Ask more questions to find out more information How do you know? Can you remember the new word we learnt?	Explain to me! Can you share with a friend and tell me what they think? Remember to listen to each other and take turns to talk Use a full sentence to explain your idea Talk to your partner Why do you think that?	Can you recount an event? Retell what happened Repeat phrases and new vocabulary Make links with your own experiences Discuss with a partner or group – share your ideas	Tell me about the differences? Listen to and engage with fiction/non-fiction texts How are they similar/different? Are you listening carefully to your partner/adult? What do they think?
Early Learning Goal:	<p>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; 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> <p>Speaking: 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>					

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<u>Personal, Social & Emotional Development</u> <u>Educational Programme</u> <u>Overview</u>	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 9 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.					
<u>Self-Regulation</u>	Recognising emotions	Expressing emotions	Maintaining focus	Controlling emotions effectively	Staying calm and focused	Following instructions and completing the task
<u>Managing Self</u>	Why do we need rules?	I can take care of myself	Being more independent	Don’t give up, you can do it	Showing resilience and perseverance	Being healthy – food, sleep and exercise Showing a “can do” attitude
<u>Building Relationships</u>	To make new friends and feel safe	Develop positive relationships with children and staff	Begin to work collaboratively with a partner or group	Solutions and compromises	Listen to others carefully	Build confident relationships with others around school
SCARF PSHE Scheme	SCARF: Me and My Relationships	SCARF: Valuing Difference	SCARF: Keeping Safe	SCARF: Rights and Respect	SCARF: Being my Best	SCARF: Growing and Changing Change
Early Learning Goal:	<p>Self-Regulation: Show and 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 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.</p> <p>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.</p> <p>Building Relationships: Work and play co-operatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and others’ needs.</p>					

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<p>Physical Development Educational Programme</p> <p><u>Overview</u></p>	<p>Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives⁷. 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 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.</p>					
<p>GROSS MOTOR SKILLS Daily opportunities for Gross Motor Development See PE Scheme</p> <p>FINE MOTOR SKILLS Daily opportunities for Fine Motor Activities Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p>	<p>Multi Skills</p> <p>Wiggle & Squiggle Dance Outdoor area daily activities</p> <p>Dough Disco Funky Finger Activities Sand writing Large scale writing with different mark makers</p>	<p>Multi Skills</p> <p>Wiggle & Squiggle Dance Outdoor area daily activities</p> <p>Dough Disco Funky Finger Activities Sand writing Large scale writing with different mark makers</p>	<p>Gymnastics</p> <p>Wiggle & Squiggle Dance Outdoor area daily activities</p> <p>Dough Disco Funky Finger Activities Sand writing</p>	<p>Throwing and Catching/Agility</p> <p>Wriggle & Squiggle Dance Outdoor area daily activities</p> <p>Sand writing Funky Finger Activities Sewing</p>	<p>Rounders</p> <p>Wiggle & Squiggle Dance Outdoor area daily activities</p> <p>Use of a variety of tools/construction toys/etc</p>	<p>Athletics</p> <p>Forest School Dance Outdoor area daily activities</p> <p>Use of a variety of tools/construction toys/etc</p>
<p>Early Learning Goal:</p>	<p>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, dancing, hopping, skipping and climbing.</p> <p>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.</p>					

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<u>Literacy Educational Programme</u>	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).					
<u>Phonics (Rocket Phonics Scheme)</u> <u>WORD READING</u> Children will practice word reading during phonics lessons, in independent learning in the continuous provision, while reading their reading books and practicing their set HFW. Developing a passion for reading / 1:1 reading /Daily Story Time – reading aloud in Book Nook/whole class and continuous provision/Reading buddies once a week/Book Vote/Daily Readers	Phonic Sounds: /s/ as in sun /p/ as in pan /a/ as in apple /n/ as in net /t/ as in tap /m/ as in mouse /i/ as in insect /d/ as in dog /g/ as in goat /o/ as in octopus /k/ as in cat /k/ as in kite Tricky words: l, the, to, go, no, into	Phonic Sounds: /ck/ as in duck /h/ as in hat /e/ as in elephant /b/ as in bat /u/ as in umbrella /f/ as in frog and cliff /r/ as in rabbit /l/ as in ladder /l/ as in shell /s/ as in dress Double consonant letters, Two-syllable words Tricky words: l, the, to, go, no, into	Phonic Sounds: /j/ as in jug /v/ as in van /w/ as in web /k+s/ as in fox /y/ as in yellow /z/ as in zebra and puzzle /z/ as in bugs /k+w/ as in queen Tricky words: he, she, we, me, be, was, my, you, her, they, all, are	Phonic Sounds: /ch/ as in chick /sh/ as in sheep /th/ as in thumb and feather /n+g/ as in ring /ai/ as in train /ee/ as in bee /igh/ as in light /oa/ as in boat short /oo/ as in book long /oo/ as in moon Tricky words: he, she, we, me, be, was, my, you, her, they, all, are	Phonic Sounds: /ar/ as in car /or/ as in fork /ur/ as in purse /ou/ as in owl /oi/ as in coin /eer/ as in ear /air/ as in chair /y+oor/ as in manure /uh/ as in hammer Tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what	Phonic Sounds: wh,ph /ai/ alternatives (e.g. a-e, ay, a) /ee/ alternatives (e.g. ea, e-e, y) /igh/ alternatives (e.g. y, i-e, ie) /oa/ alternatives (e.g. o, oe, o-e) Tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what
<u>COMPREHENSION</u>	Listening Understanding What do you know already?	Listening Understanding What is a question? Exploring new vocabulary and phrases from texts they have listened to Making links in their learning	Listening Understanding Asking questions Exploring new vocabulary and phrases from texts shared in class and from what they have read Making links in their learning	Listening Understanding Predictions Asking questions Exploring new vocabulary and phrases from texts shared in class and from what they have read Making links in their learning	Listening Understanding Predictions Asking questions Exploring new vocabulary and phrases from texts shared in class and from what they have read Making links	Listening Understanding Asking questions Exploring new vocabulary and phrases from texts shared in class and from what they have read Making links Understanding different types of text

<p>WRITING</p> <p>Texts may change with children’s interests. Writing opportunities in teacher directed activities and in continuous provision. Provide relevant vocabulary/words of week. Talk4Writing Literacyshed</p>	<p>Children will be experimenting with mark-making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Children will begin to write their names.</p>	<p>Labelling using initial sounds. Re-telling of stories, sometimes with adults acting as scribes Writing CVC words to label characters. Writing simple captions about pictures from traditional tales e.g. it is a hen.</p> <p>Sequence stories such as The Tiger that came to tea/Christmas story.</p>	<p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences/ideas about children’s interests or theme.</p> <p>Use T4W story map structure if appropriate.</p>	<p>Drawing and labelling our own story maps, writing captions and labels, beginning to write simple sentences, rehearsing what we want to write (what do we need to remember when writing a sentence?)</p> <p>Writing short sentences to accompany T4W story maps if appropriate</p> <p>Recount of possible trip?</p>	<p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces and full stops.</p> <p>Form lower-case and capital letters correctly.</p> <p>Story writing</p> <p>Rhyming words</p>	<p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Beginning to use full stops, capital letters and finger spaces independently.</p> <p>Innovation of familiar texts. Using familiar texts as a model for writing own stories.</p> <p>Reading own writing to others.</p>
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<p>Early Learning Goals:</p>	<p>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; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading: 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> <p>Writing: 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>
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<p>General Themes</p>	<p>WHAT MAKES “ME”?</p>	<p>ARE YOU SITTING COMFORTABLY?</p>	<p>WHO IS JACK FROST?</p>	<p>HOW DOES YOUR GARDEN GROW?</p>	<p>ARE WE THERE YET?</p>	<p>WHAT IS THE COMMOTION IN THE OCEAN?</p>
<p>Maths Educational Programme</p>	<p>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</p>					

	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.					
<u>White Rose Maths Scheme</u> <u>Number</u> <u>Shape, Space & Measure</u> <u>Possible Maths Stories</u>	Getting to know you Just Like Me Counting Principles/Routines/ Positional language Match and Sort, compare amounts Compare mass, size & capacity Exploring Pattern <i>Balancing Act</i> <i>Where's my Teddy?</i> <i>Rosie's Walk</i> <i>Five Minute's Peace</i> <i>Naughty Bus</i>	Its me, 1, 2, 3 Light and Dark Representing, comparing and composition of 1,2,3 Representing 1-5 One More, One Less Circles and Triangles Positional Language Shapes with 4 sides Time <i>Mrs Honey's Hat</i> <i>Kipper's Birthday</i> <i>We're going on a Bear Hunt</i> <i>Circle, Triangle</i> <i>I'm Number 1</i> <i>Funny Bones</i> <i>Peace at Last</i> <i>The Gingerbread Man</i> <i>The Enormous Turnip</i> <i>Jon Klassen Shape stories</i>	Alive in 5 Growing 6, 7 & 8 Introducing 0 Comparing numbers to 5 Composition of 4 & 5 6, 7 & 8 Comparing numbers Making Pairs Compare Mass Compare Capacity <i>Simon Sock</i> <i>The Ugly Five</i> <i>A Beach for Albert</i> <i>A Squash & a Squeeze</i> <i>Room on the Broom</i> <i>The Blue Balloon</i> <i>Balancing Act</i> <i>None the Number</i>	Building 9 & 10 Consolidation Counting to 9 & 10 Comparing numbers to 10 Bonds to 10 3D shapes Spatial awareness Patterns <i>Snail's Trail</i> <i>Six Dinner Sid</i> <i>What the Ladybird Heard</i> <i>Titch</i> <i>Jack and the Beanstalk</i> <i>Jim and the Beanstalk</i> <i>Mr Wolf's Week</i> <i>Jasper's Beanstalk</i>	To 20 and beyond First, Then and Now Building numbers beyond 10 Counting numbers beyond 10 Adding more Taking away Spatial reasoning 1 Match, rotate, manipulate Spatial reasoning 2 Compose and decompose <i>1 is a Snail</i> <i>The Real Princess</i> <i>20 Trucks</i> <i>1 Moose, 20 Mice</i> <i>1 to 10 and back again</i> <i>Tad</i> <i>Mr Gumpy's Outing</i> <i>Jack and the flum flum tree</i>	Find my pattern On the Move Doubling, sharing and grouping Even & Odd Deepening understanding Pattern and relationship Spatial reasoning 3 Visualise and Build Spatial reasoning 4 Mapping <i>Double Dave</i> <i>One Odd Day</i> <i>Underwater Counting</i> <i>Billy's Bucket</i> <i>If I built a house</i> <i>Little Red Riding Hood</i> <i>How many legs?</i> <i>Mr Archimedes bath</i>
<u>Other Possible Resources</u>	Nursery Rhymes – counting songs Action songs	Numberblocks Subitise songs Nursery Rhymes	Numberblocks Numbers to ten songs Nursery Rhymes	Numberblocks Nursery Rhymes Count to 20 song	Numberblocks Topmark games ICT games	Numberblocks Topmark games ICT games
Early Learning Goal:	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 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 10, including evens and odds, double facts and how quantities can be distributed equally.					

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<u>Understanding the World Educational Programme</u>	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.					
<u>Developing Experts Scheme</u> – these plans will be linked to our general themes and we will follow children's interests. Thinking scientifically Thinking geographically Thinking historically	Seasons: Autumn Animals (what is your favourite?) Dinosaurs Our senses Food (What is your favourite? / Harvest - soup) Talk about their experiences – past and present	Seasons: Autumn/Winter Animals (British and nocturnal) Materials Food (Diwali/Christmas) Drawing on their own experiences, talk about past and present events – Guy Fawkes	Seasons: Winter Our Body Health & Safety Animals (Bears and hibernating animals) Talk about past and present – through books/characters/events	Seasons: Spring Plants - seeds Animals – life cycles People who help us Talk about lives of people around them and in society Similarities and differences between now and then	Seasons: Spring/Summer Food Plants Animals (Bugs) Our Body (eating healthily) Africa – habitat/environment/life Conservation – David Attenborough Talk about past and present – through books/characters/events	Seasons: Summer Forces The Beach Animals (under the sea/on beach) Using maps – our local environment Talk about past and present/future events
<u>Festivals/Celebrations</u>	Home traditions/celebrations Community Harvest	Remembrance Diwali Hannukah Kwanzaa Christmas	Chinese New Year Shrove Tuesday Ash Wednesday Holi	Easter Ramadan Mothering Sunday Red Nose Day	Eid	Environment Day Father's Day
Early Learning Goal:	<p>Past and Present: Talk about the lives of the people around them and their roles in society; 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; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People Culture and Communities:</p>					

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 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.

Saplings Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<u>Rochester Diocese RE Curriculum</u>	The curriculum enables children to flourish through our school vision and values and to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness and spirituality.					
<u>Vision & Values</u> Do everything in Love – love, respect & responsibility <u>Golden Threads</u>	Settling In How am I special? Meeting the children of faith. Why is the word “God” so important to Christians?	Understanding Christianity/Incarnation Why do Christians celebrate the Nativity story?	Understanding Christianity – God/Creation Why is the word “God” so important to Christians? How did God create our wonderful world? Old Testament stories.	Understanding Christianity – Salvation Why do Christians put a cross in an Easter garden?	Stories from the New Testament What is special about Jesus and the message he brings?	World Faiths What can we learn from other faiths and their stories?
	Promote Spirituality – awe and wonder, opportunities to stop and reflect, be peaceful, celebrate, see the joy and beauty in world around us from something tiny to something big.					
<u>Possible HQ Texts</u>	<i>Hats of Faith</i> <i>All Are Welcome</i> <i>Love makes a family</i>	<i>Introduce The Bible</i> <i>The Nativity Story</i>	<i>Wonderful Earth</i> <i>Here We Are</i> <i>Children’s Bible Old Testament Stories - Noah and Joseph</i>	<i>Children’s Bible – Easter Week Story</i>	<i>Zaccheus</i> <i>Miracle of the Fish</i> <i>Parable of Lost Sheep</i> <i>Jesus Calms the Storm</i> <i>Healing the Paralyzed Man</i>	<i>See Inside World Religions</i> <i>The Proudest Blue</i> <i>World Faith Stories</i>
<u>Further Resources</u>	<i>CBBC Harvest</i>	<i>CBBC Let’s Celebrate</i>	<i>CBBC Let’s Celebrate</i>	<i>CBBC Let’s Celebrate</i>		
End of Year Outcomes:	<u>Incarnation</u> Children will know that: <ul style="list-style-type: none"> Christians believe that God came to earth in human form as Jesus Christians believe that Jesus came to show that all people are special and precious to God 		<u>Creation</u> Children will know that: <ul style="list-style-type: none"> The Word God is a name Christians believe God is the creator of the universe Christians believe God made our wonderful world and so we should look after it 		<u>Salvation</u> Children will know that: <ul style="list-style-type: none"> Christians remember Jesus’ last week at Easter Jesus name means “He saves” Christians believe Jesus came to show God’s Love Christians try to show love to others 	

Saplings Long Term Plan

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
General Themes	WHAT MAKES "ME"?	ARE YOU SITTING COMFORTABLY?	WHO IS JACK FROST?	HOW DOES YOUR GARDEN GROW?	ARE WE THERE YET?	WHAT IS THE COMMOTION IN THE OCEAN?
<u>Expressive Arts and Design Educational Programme</u>	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.					
	Access Art Areas of Focus:					
<u>Art Access Art Scheme</u>	What can we see? How can we explore colour?		How can we build worlds? How can we explore materials and marks?		How can we explore 3D materials? How can we use our bodies to make art? How can we use our imaginations?	
<u>Possible ideas</u> – these may be moved round to fit children's interests or themes	Finding Circles/Observational Drawing/Collecting, Arranging, Drawing/Still Life Compositions/Self Portraits/Finger Puppets Collecting Colour/To Colour/Collaging/Painting with string/Wax resist Autumn Leaves		Cardboard Creations/Prop Making/Creating a Book World/Mini World/Bug Hotel Ducklings/Mark Making and Sound/Night Time Collage/Imaginary Landscapes/Transforming Objects "Its not a stick" & "Its not a box" stories		Fruit and Veg Heads/Clay Play/Marbelling/Repeat Pattern Printing/Modroc plaster board Movement Maps/Dancing to Art/Hands, Feet and Flowers/Dressing as Fossils Imaginary Landscapes/Let's start with...collage/Galaxy Painting	
<u>DT Kapow Scheme</u> alongside chn's interests	Structures: Junk Modelling Food: Soup	Seasonal Projects: Hibernation Boxes Sliding chimney	Textiles: Bookmarks	Seasonal Projects: Hanging egg décoration Flower weaving	Structures: Boats	Seasonal Projects: Designing and Making a Rainbow Salad

Expressive Arts and Design contd:						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
General Theme	GETTING TO KNOW YOU!	ARE YOU SITTING COMFORTABLY?	WHO IS JACK FROST?	HOW DOES YOUR GARDEN GROW?	ARE WE THERE YET?	WHAT IS THE COMMOTION IN THE OCEAN?
Music <u>KAPOW</u> we will follow children's interests alongside this planning	Exploring Sound Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment BBC Let's Move Autumn	Celebration Music Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas Diwali story Nativity Dance	Music and Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music Chinese New Year dragon dances Bear Songs Winter Songs	Music and Movement Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music Spring & growing songs	Musical Stories A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters. Travel/Journey songs	Big Band Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience Seaside songs Pirate songs
Early Learning Goal:	<p>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 used; Make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive: 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.</p>					