

Reception - Long Term Plan

Communication and Language

STATUTORY 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, storytelling 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.

	Stage 4 (3-4S – 4-5E)		Stage 5 (4-5D)		Stage 6 (4-5S – ELG)	
Listening and Attention	- Listen to others 1:1 and in small groups. - Enjoy listening to stories and can show some remembrance of what happens. - Listen carefully to rhymes and songs and join in singing confidently and clearly.	- Begin to listen in whole class situations. - Listen in familiar and new situations. - Engage in stories that are familiar and new with interest and enjoyment. - Shift attention when required	- Be able to demonstrate listening skills in whole class situations. - listen carefully e.g. understand they need to look at who is talking to them and think about what they are saying	- Understand why listening is important. - Listen attentively in a range of situations. - Know how to Maintain attention in different contexts, attend to peers and adults that are	- Listen to and understand instructions about what they are doing, whilst busy with another task - Listen and continue with an activity for a short time.	- Listen attentively and respond to what they hear with relevant questions, comments, or actions. - Be able to show attention in whole class situations.

	- Maintain attention in small group contexts for a short time. - Show attention for what they are doing.	e.g. when given a clear prompt - 'name'.	Maintains attention, concentrates, and sits quietly during appropriate activity for a short time in the classroom.	familiar and unfamiliar.		
Understand and Respond	- Follow 1 step instructions e.g. put bookbag in drawer. - Understand 'why' questions. - Join in with repeated refrains and anticipate key events and phrases in stories or rhymes.	- Follow instructions with 2 parts in familiar situations. - Link events in a story to their own experiences. - Respond to others appropriately in play.	- Make predictions about what might happen next or story endings in response to texts read. - Link events in a story to their own experiences. - Introduce a storyline into their play.	- Ask questions to find out more and check understanding. - Begin to retell a story, using key words and phrases. - Keep play going in response to the ideas of others and engage in conversation relevant to play theme.	- Carry out a series of directions. - Uses new knowledge and vocabulary in conversation and play. - Understand 'how', 'why' and 'where' questions.	- Retell a story using the key language and phrases. - Make comments about what they have heard and ask questions to clarify thinking. - Ask and answer 'what', 'where', 'when', and 'what could we do next' questions.
Speaking	- Sing a large repertoire of songs e.g. nursery rhymes or numbers songs. - Begin to use social phrases e.g. 'Good Morning!'	- Use intonation to make meaning clear to others. - Start a conversation with peers and familiar adults and continue it for many turns.	- Use talk to pretend objects stand for something else in play. - Demonstrate use of past tense verbs, such as "ran" or "fell".	- Use talk to clarify thinking and connect ideas. - Articulate their ideas in sentences. - Retell/create own stories.	- Recount an event in the correct order, with some detail. - Express ideas about feelings and experiences. - Articulate their ideas and	- Articulate and create an imaginary story of their own in play. - Speak clearly in well-formed sentences, with some detail.

	Use talk to organise themselves and their play.	- Retell a past simple event. - Recognise words that rhyme or sound similar E.g. "Cat and hat" - Develop social phrases – "Good morning, how are you?"	- Recount events that happen in their day. - Use simple conjunctions in talk.	Use talk to help work out problems and organise thinking and activities.	thoughts in well-formed sentences. Use simple conjunctions in talk to link thoughts such as 'and', 'because'.	- Use new vocabulary in different contexts. - Use past, present, and future tenses in conversation with peers and adults. - Use conjunctions to extend and articulate their ideas.
Ongoing over the year	Learn new vocabulary Use new vocabulary in different contexts Use new vocabulary through the day in discussions and conversations. Learn new rhymes, poems, and songs. Engage in story time and non-fiction books.					
End of Year Expectations (ELGs)	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 conversations when engaged in back-and-forth exchanges with their teacher and peers. 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 feeling about their experiences using fully sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
Progression to year 1	Spoken Language - National Curriculum, 2014 In Y1-6 children continue to build on the oral language skills developed in the early years foundation stage.					

Children will develop their competence in spoken language and listening to enhance the effectiveness of their communication across a range of contexts and to a range of audiences. They should therefore have opportunities to work in groups of different sizes – in pairs, small groups, large groups and as a whole class. Pupils should understand how to take turns and when and how to participate constructively in conversations and debates. Teachers will pay attention to increasing pupils' vocabulary, ranging from describing their immediate world and feelings to developing a broader, deeper and richer vocabulary to discuss abstract concepts and a wider range of topics, and enhancing their knowledge about language as a whole.

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Personal, Social and Emotional Development

STATUTORY EDUCATIONAL PROGRAMME

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.

	Stage 4 (3-4S – 4-5E)		Stage 5 (4-5D)		Stage 6 (4-5S – ELG)	
Self Regulation	• Show awareness of own feelings, • Show an understanding of behavioural expectations of the setting. • Beginning to understand why rules are important.	• Show concern for others and show awareness of their feelings. • Beginning to express their feelings using words such as 'happy' 'sad' 'angry' or 'worried'. • Understand turn taking and	• Can show pride in achievements by showing work to others. • Understand behavioural expectations of the setting and show this behaviour. • Understand how their actions may impact on others.	• Can make choices and communicate what they need. • Showing an ability to regulate their behaviour where appropriate. • Chooses own friends and can play co-operatively with peers most of the time.	• Show an understanding of their own feelings and those of others. • Can follow instructions, requests, and ideas in a range of situations. • Show ability to solve problems with others and	• Able to identify and moderate own feelings. • Engage in challenges and take responsibility for their own learning. • Children can self-regulate their emotions with behaviour more

		sharing resources with their peers. • Can usually tolerate delay when needs are not immediately met.	• Be able to follow clear instructions.		take steps to resolve conflict and think about the perspectives of others.	controlled and independent.
Managing Self	• Know what they like and do not like. • Show awareness that there are rules in the classroom to follow and expectations for behaviour • Begin to independently organise themselves in the morning e.g., bookbag in box, coat on peg. • Can manage their own personal hygiene e.g., toileting and washing hands.	• Showing ability to talk about what they are doing. • Can independently choose areas they would like to play in or resources they would like to use. • Understands when they need help. • With some support can get dressed and undressed for PE sessions. • Continue to develop sharing and take turns with peers in the class.	• Take pride in themselves, work, and achievements. • Understands behaviour expectations in school and show these behaviours • Can identify kindness and considerate behaviour of others. • Can independently manage their own needs; such as eating, drinking, accessing snack when hungry and communicate own needs in relation to being thirsty, hungry,	• Happy to stand up in front of the class and share achievements with others. • Able to talk about what they are doing and why they are doing it. • Can get dressed and undressed for PE sessions independently. • Begin to show persistence when faced with challenges.	• Can talk about their own abilities positively • Confident to try new activities and say why they like some activities more than others • Can talk about healthy and unhealthy foods. • Understand oral health and how we can look after our teeth. • Show resilience and perseverance when attempting different activities • Know it is important for all of us to keep safe when using and transporting	• See themselves as a unique and valued individual, talk about self, abilities, and interests in positive terms • Understands what it means to keep healthy and knows exercise keeps the body healthy. • Can take account of the ideas of others about how to organise and activity. • Can show sensitivity to others' needs and feelings.

			tired, using the toilet.		tools, equipment, and resources	
Building Relationships	- Continue to build on relationships with their peers and adults in the classroom. - Engage in positive interactions with adults and peers. - Play alongside one or more children.	- Continue to build constructive and respectful relationships. - Seek familiar adults and peers to engage in conversations and ask for help.	- Seek others to share activities and experiences. - Show consideration of other people's needs.	- Use language to negotiate, play and organise. - Can articulate their wants and needs and ask for adult support.	- Can be considerate to the needs of others, beginning to respect a different point of view and work together in collaboration. - Built constructive and respectful relationships with peers and adults.	- Can resolve conflict and able to compromise. - Take responsibility for their own actions. - Show awareness of how their actions may impact on others, know that other children think and respond in different ways to them. - Comforts playmates in distress.
SCARF Coverage	Within SCARF, children will: - Talk about similarities and differences. - Name special people in their lives. - Describe different feelings. - Identify who can help if they are sad, worried or scared. - Identify ways to help others or themselves if they are sad or worried. - Be sensitive towards others and celebrate what makes each person unique. - Recognise that we can have things in common with others. - Use speaking and listening skills to learn about the lives of their peers.		Within SCARF, children will: - Name ways to stay safe around medicines. - Know how to stay safe in their home, classroom and outside. - Know age-appropriate ways to stay safe online. - Name adults in their lives and those in their community who keep them safe. - Name potential dangers, both inside and outside, and how to avoid getting hurt - Name things in the environment that keep us safe e.g.traffic lights, warning signs, school rules - Talk about how to keep their bodies safe - Talk about how to keep their bodies healthy and safe.		Within SCARF, children will: - Feel resilient and confident in their learning. - Name and discuss different types of feelings and emotions. - Learn and use strategies or skills in approaching challenges. - Understand that there are changes in nature and humans. - Name the different stages in childhood and growing up. - Know how to keep themselves safe. - Understand that they can make a difference. - Identify how they can care for their home, school and special people.	

	• Know the importance of showing care and kindness towards others. • Demonstrate skills in building friendships and cooperation.	• Talk about their own feelings and wishes and respect the wishes of others. • Understand that they can make a difference. • Identify how they can care for their home, school and special people. • Talk about how they can make an impact on the natural world. • Talk about similarities and differences between themselves. • Demonstrate building relationships with friends. • Name the special people in their lives. • Understand that our special people can be different to those of others.	• Talk about how they can make an impact on the natural world. • Talk about similarities and differences between themselves. • Demonstrate building relationships with friends • Feel resilient and confident in their learning. • Name and recognise how healthy choices can keep us well.
End of Year Expectations (ELG)	Self-regulation • Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teachers says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. Managing Self • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.		
Progression into Year 1	Children will continue to build on skills through the SCARF Curriculum, mapping out key areas of learning and ensuring children build on knowledge previously learnt in Reception. The PHSE curriculum follows and meets the statutory requirements in the relationships education and health education document.		

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Physical Development

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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.

	Stage 4 (3-4S – 4-5E)		Stage 5 (4-5D)		Stage 6 (4-5S – ELG)	
Through access to continuous provision the children will....	- Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. - Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Develop overall body-strength, balance, co-ordination, and agility. - Develop the foundations of a handwriting style which is fast, accurate and efficient.					
Fine Motor Development	Develop their fine motor skills to be able to use a range of tools	Developing their independence skills when getting dressed and	- Manipulates a range of tools and equipment. - Developing	Uses simple tools to effect changes to material	Uses a pencil and holds it effectively to form	Independently use a pencil to write correctly formed letters.

	competently and safely. • Develop their grip when holding pencils and pens.	undressed, for example getting changed for PE. • Developing more confidence when using their pencil grip, with good control.	confidence in using one-handed tools and equipment. • Using a dominant hand confidently when completing fine motor tasks.	• Handles tools, objects, construction and malleable materials safely and with control and intention • Form recognisable letters independently	recognisable letters, most of which are correctly formed. • With confidence, children are able to meet their independence needs, for example getting dressed, doing up buttons, zipping up a coat.	• Developing their foundations of a handwriting style. • Confidently use a range of tools to allow children to support their play and develop their own pieces of work, showing an accuracy and care when doing so.
Gross Motor Development	• Use large-muscle movements to confidently wave flags and streamers, paint and make marks. • Continue to develop their movement, balancing, riding and ball skills. • Skip, hop, stand on one leg and hold a pose for a game such as musical statues.	• Take part in some group activities which they make up for themselves, or in teams. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Choose the right	• Runs with spatial awareness and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Revise and refine the fundamental movement skills they have already acquires, such as: walking, jumping, running, hopping, skipping and climbing.	• Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it • Progress towards a more fluent style of moving, with developing control and grace.	• Develop overall body-strength, balance, co-ordination and agility. • Further develop and refine a range of ball skills, including: throwing, catching, kicking, passing, batting and aiming. • Travel with confidence and skill around, under, over and through balancing	• Negotiates space successfully when playing games with other children, adjusting speed or changing direction to avoid obstacles • Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.

		resources to carry out their own plan. For example, choosing a spade to fill a bucket with sand.			and climbing equipment.	
End of Year Expectations (ELG)	Gross Motor - 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 Fine Motor - 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, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.					
Progression to Year 1	Physical Education - National Curriculum, 2014 Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and cooperative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. - Participate in team games, developing simple tactics for attacking and defending. - Perform dances using simple movement patterns Handwriting (English) – National Curriculum, 2014 - Sit correctly at a table, holding a pencil comfortably and correctly. - Begin to form lower case letters in the correct direction, starting and finishing in the right place. - Form capital letters. - Form digits 0-9. - Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.					

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Literacy

STATUTORY EDUCATIONAL PROGRAMME

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).

	Stage 4 (3-4S – 4-5E)		Stage 5 (4-5D)		Stage 6 (4-5S – ELG)	
Reading Comprehension	- Listen and enjoy sharing a range of books. - Hold a book correctly, and handle with care. - Know that a book has a beginning and an end and can hold the book the right way up and turn some	- Experience different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories. - Begin to consider the sequence of events in a familiar story.	- Use picture clues when looking at a books. - Show understanding of words and phrases in a story that is read aloud to them. - Build up a bank of favourite books, songs and rhymes.	- Enjoys an increasing range of books, both fiction and non-fiction. - Show some understanding of many common words and phrases in a story that is read aloud to them.	- Make simple, plausible suggestions about what will happen next in a book they are reading. - Recall the main points in text in the correct sequence, using own words and include new vocabulary.	- Recall and discuss stories or information that has been read to them, or they have read themselves. - Use vocabulary and forms of speech that are increasingly influenced by

	pages appropriately. • Know that text in English is read top to bottom and left to right. • Enjoy joining in with rhyme, songs and poems.	• Explain in simple terms what is happening in a picture in a familiar story. •	• Play is influenced by experience of books (small world, role play).	• Give a simple opinion on a book they have read, when prompted. • Retell a well known story with support.	• Know the difference between different types of texts (fiction and non-fiction) • Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme	their experiences of reading. • Act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and using appropriate vocabulary. • Innovate a known story.
Word Reading Development	• Hear general sound discrimination and be able to orally blend words. • Read some single letter sounds (RWI first 16 Set 1 sounds)	• Read individual letters by saying the sounds for them (RWI Set 1 sounds) • Orally blend sounds into words.	• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read a few common exception words matched to their stage in RWI.	• Read some letter groups that each represent one sound and say sounds for them. • Develop confidence in reading words with known sounds.	• Read known letter groups that each represent one sound and say sounds for them. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	• Confidently read phrases and simple sentences using their phonics skills. • Read common exception words linked to their phonics grouping. • Re-read books to build up confidence, fluency and understanding.
Writing	• Experiment with making marks and confidently give	• Begin to write appropriate letters for initial sounds, practising	• Attempts to write their own name by copying from a name card or	• Build words using known letter-sound correspondences	• Use writing in their play. • Continue to build on knowledge of	• Write short sentences with known letter-sound

	meanings to the marks they make. • Form letters from their name • Show a dominant hand when using writing tools.	the correct formation. • Create drawings using increasing control.	from memory. accurately. • Use some recognisable letters with developing formation. • Write letters in strings, sometimes in clusters like words. • Begin to form some recognisable letters.	in their own writing. • Holds a pencil effectively to form recognisable letters. •	letter sounds to build words in writing, building up to writing phrases. • Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated.	correspondences, that can be read by others. • Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
End of Year Expectations (ELG)	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. 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. 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.					

Progression to Year 1

Word Reading (English) – National Curriculum, 2014

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letter or group of letters) for all 40+ phonemes, including (where applicable) sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondents between spelling and sound and where these occur in words.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read other words of more than one syllable that contain taught GPCs.
- Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).
- Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up fluency and confidence in word reading.

Reading Comprehension (English) – National Curriculum, 2014

Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently;
- being encouraged to link what they read or hear to their own experiences;
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;
- recognising and joining in with predictable phrases;
- learning to appreciate rhymes and poems, and to recite some by heart;
- discussing word meanings, linking new meanings to those already known. Understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher;
- checking that the text makes sense to them as they read and correcting inaccurate reading;
- discussing the significance of the title and events;
- making inferences on the basis of what is being said and done;
- predicting what might happen on the basis of what has been read so far;
- participating in discussions about what is read to them, taking turns and listening to what others say;
- explaining clearly their understanding of what is read to them.

Writing (English) – National Curriculum, 2014

Transcription - Spelling

Children should be taught to spell:

- words containing each of the 40+ phonemes already taught; common exception words; days of the week.
- name the letters of the alphabet in order; use letter names to distinguish between alternative spellings of the same sound; apply simple spelling rules;
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far;
- use the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker of verbs; use the prefix un;
- use -ing, -ed, -er and -est where no change is needed in the spelling of root words (for example, helping, helped, helper, eating, quicker, quickest).

Composition

Write sentences by:

- saying out loud what they are going to write about; composing a sentence orally before writing it; sequencing sentences to form short narratives;

- re-reading what they have written to check that it makes sense.
- discuss what they have written with the teacher or other pupils; read aloud their writing clearly enough to be heard by their peers and the teacher.

Vocabulary, Grammar and Punctuation

Children should develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words; joining words and joining clauses using and; beginning to punctuate sentences using capital letters and full stop, question mark or exclamation mark; using capital letter for names of people, places, the days of the week, and the personal pronoun I.
- Regular plural noun suffixes -s or -es (dog, dogs, wish, wishes) including the effect of these suffixes on the meaning of the noun.
- Suffixes that can be added to verbs where no change is needed in the spelling of the root words.
- Recognise how the prefix un- changes the meaning of verbs and adjectives.
- How words can combine to make sentences.
- Joining words and joining clauses using 'and'.
- Sequencing sentences to form short narratives.
- Separation of words with spaces.
- Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- Capital letters for names and for the personal pronoun I.

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Mathematics

STATUTORY EDUCATIONAL PROGRAMME

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.

	Stage 4 (3-4S – 4-5E)	Stage 5 (4-5D)	Stage 6 (4-5S – ELG)
Number (through Maths Mastery)	- Identify when a set can be subitised and when counting is needed - Subitise different arrangements - Make different arrangements of numbers within 5 and talk about what they can see. - Spot smaller numbers 'hiding' inside larger numbers - Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers - Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting	- Continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - Begin to identify missing parts for numbers within 5 - Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame - Focus on equal and unequal groups when comparing numbers	- Continue to develop their counting skills, counting larger sets as well as counting actions and sounds - Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame - Compare quantities and numbers, including sets of objects which have different attributes - Continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2

	numbers, seeing that each number is made of one more than the previous number • Develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • Compare sets of objects by matching • Begin to develop the language of ‘whole’ when talking about objects which have parts		• Understand that two equal groups can be called a ‘double’ and connect this to finger patterns • Sort odd and even numbers according to their ‘shape’ • Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern • Order numbers and play track games • Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers		• Begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 • Continue to identify when sets can be subitised and when counting is necessary Develop conceptual subitising skills including when using a rekenrek	
Shape, Space and Measure	• Comparing size. • Exploring simple patterns	• Comparing weight. • Explore shape using mathematic language.	• Compare capacity. • Develop knowledge on positional language.	• Explore shape – composing and decomposing of shape. • Use language of position and direction.	• Compare capacity and weight. • Developing knowledge of repeating patterns.	• Explore shape using mathematical vocabulary. • Compare length and size.
End of Year Expectations (ELG)	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.
Progression to Year 1	Mathematics – National Curriculum, 2014 Number and Place Value Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number. Write numbers to 100 in numerals; count in multiples of twos, fives and tens. Identify one more and one less. Represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Recall numbers from 1 to 20 in numerals and words. Addition and Subtraction - Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. - Represent and use number bonds and related subtraction facts within 20. - Add and subtract one-digit and two-digit numbers to 20, including zero. - Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = [] - 9$. Multiplication and Division - Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher Measurement Compare, describe and solve practical problems for: - lengths and heights (long/short, longer/shorter, tall/short, double/half) - mass or weight (heavy/light, heavier than, lighter than) - capacity/volume (full/empty, more than, less than, quarter) - time (quicker, slower, earlier, later) Measure and begin to record: - lengths and heights - mass/weight - capacity and volume - time (hours, minutes, seconds) - Recognise and know the value of different denominations of coins and notes. - Sequence events in chronological order using language, such as before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening. - Recognise and use language relating to dates, including days of the week, weeks, months and years. - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Position and Direction - Describe position, directions and movements, including half, quarter and three-quarter turns. Shape - Recognise and name common 2D and 3D shapes, including circles, triangles, rectangles (including squares), pyramids, spheres and cuboids (including cubes)

Reception - Long Term Plan

Understanding the World

STATUTORY EDUCATIONAL PROGRAMME

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.

	Stage 4 (3-4S – 4-5E)		Stage 5 (4-5D)		Stage 6 (4-5S – ELG)	
Understanding the World	- Explore the changing season (Autumn) and world around them. - Talk about and describe members of their family. - Talk about people who are familiar to them.	- Explore the natural world around them. - Describe what they can see hear and feel outside. - Explore the past through events, stories and book they have encountered. - Explore similarities and	- Explore the changing season (Winter) and the natural world around them. - Explore different environments, including their own and others that are different. - Explore changing states of matter	- Explore the changing season (Spring) and develop an understanding of growth and changes over time. - Explore natural world around them. - Understand that some places are	- Understand that some places are special to members of their community. - Explore similarities and differences between life in this country and life in other countries.	- Explore the changing season looking at the similarities, differences and change in nature. - Explore natural world around them, describing what they can see, hear and feel.

		differences between themselves and others.	such as freezing and melting. Explore people who help us.	special to members of their community. Describe special events (Easter) and events that are special to them.	- Understand the past through events, stories and books they have encountered. - Describe special events (Eid) and events that are special to them. - Explore a simple map – x marks the spot on treasure maps.	- Explore and discuss different environments. - Explore a simple map and take part in a local area walk. - Show understanding of caring for living things and the environment. - Make observations of plants and animals.
End of Year Expectations (ELG)	Past and Present - Talk about the lives of the people around them and their roles in society. - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. - Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants. - Know some similarities and differences between the natural world around 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.					

Progression to Year 1

History – National Curriculum, 2014

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Geography – National Curriculum, 2014

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observations, to enhance their locational awareness.

Science – National Curriculum, 2014

Working Scientifically

During year 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content.

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Animals, Including Humans

- Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Describe and compare the structure of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Change

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

Reception - Long Term Plan

Expressive Art and Design

STATUTORY EDUCATIONAL PROGRAMME

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.

	Stage 4 (3-4S – 4-5E)		Stage 5 (4-5D)		Stage 6 (4-5S – ELG)	
Creative Art	- Explore a wide range of different materials within the provision. - Begin to create different pieces of art.	- Explore different materials and begin to understand the effects using materials will have. - Explore colours and how colours can be changes.	- Start to explore how to express their ideas through art. - Develop their control when using tools and materials.	- Develop their understanding of different resources and tools to use in their art. - Use different materials when creating.	- Create art collaboratively and share their ideas. - Share their creations and talk about how they have achieved it.	- Express their ideas and feelings through a variety of artistic effects - Understand how to use materials and tools safely and why we need to do this.
Being Imaginative	Take part in simple, imaginative play	Uses available resources to create props or	Begin to retell parts of familiar stories through	Develop confidence of retelling parts of	Invent narratives and stories with	Invent, adapt and recount narratives and

	often based on familiar experiences • Use a storyline with developing confidence in their play.	creates imaginary ones to support play. • Develop storylines through small-world or roleplay.	use of puppets, toys, masks or small-world. • Plays alongside other children who are engaged in the same theme.	familiar stories through use of puppets, toys, masks or small-world. • Create more complex narratives in their pretend play, building on the contributions of their peers.	peers and their teacher. • Perform songs, rhymes, poems and stories with others. • Plays cooperatively as part of a group to create, develop and act out an imaginary idea or narrative.	stories with peers and their teacher. • Creates representations of both imaginary and real-life ideas, events, people and objects. • Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping
Musical Development Charanga	Knowledge developed over the year through Charanga: • To know twenty nursery rhymes off by heart. • To know the stories of some of the nursery rhymes. • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. • To sing or rap nursery rhymes and simple songs from memory. • To know songs have sections. • To know a performance is sharing music.					
End of Year Expectations (ELG)	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 have used. • Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive • Invent, adapt and recount narratives and stories with peers and their teacher.					

Progression to Year 1

- 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.

Art and Design – National Curriculum, 2014

Pupils should be taught

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- About the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, and making links to their own work.

Music – National Curriculum, 2014

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music

Design and Technology – National Curriculum, 2014

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of context [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.