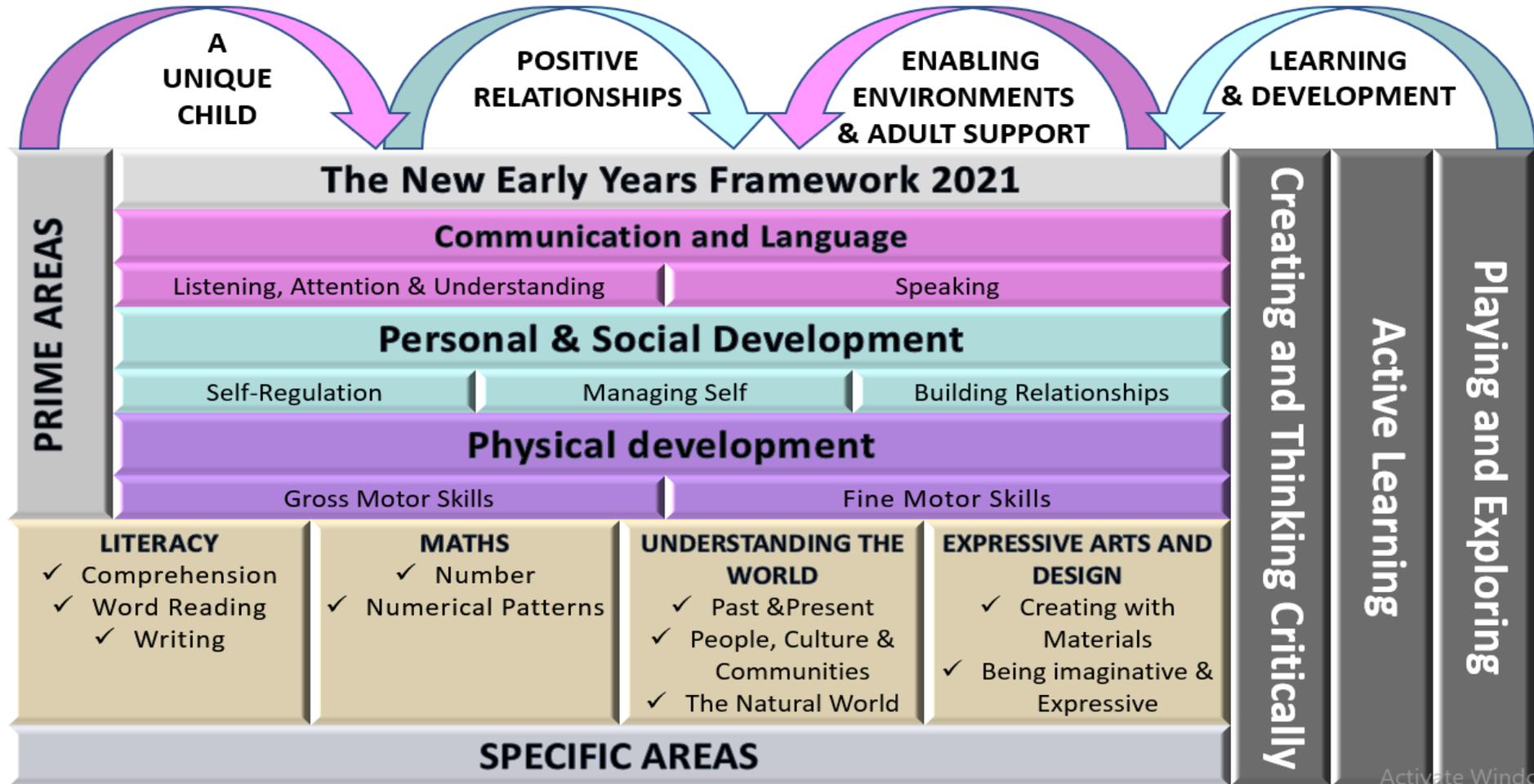




# Reception Long Term Plan 21-22

*“Children will an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.”* Montgomery Infant School EYFS Team





	<b>Autumn 1</b> Whole school focus – IT and Art	<b>Autumn 2</b> Whole school focus – History, Music, Science	<b>Spring 1</b> Whole school focus – Geog, IT, Science	<b>Spring 2</b> Whole school focus – DT, Music, Science	<b>Summer 1</b> Whole school focus – Geog, History, Science	<b>Summer 2</b> Whole school focus – Art, DT, Science
<p><b>General Themes</b></p> <p>NB: These themes may be adapted at various points to allow for children’s interests to flow through the provision</p>	<p><b>I can be myself</b></p> <p>Starting school / my new class / New Beginnings Superheroes Human body How have I changed? What am I good at?</p>	<p><b>I can make friends</b></p> <p>Family and Friendships/ safe relationships What makes a good friend? How do I make others feel? Being kind / feelings Getting on and falling out. How to deal with anger Build constructive and respectful relationships. My family / PSED focus</p>	<p><b>I can make connections!</b></p> <p>Belonging to a community Around the Town How do I get there? Where do we live in the UK / world? Vehicles past and Present</p>	<p><b>I can do this!</b></p> <p>Keeping safe Dangers in the environment/ taking risks Stranger danger/ our privates are private</p>	<p><b>I can make changes!</b></p> <p>Respecting self and others/ Life cycles Animals around the world/ Climates / Hibernation Reduce, Reuse &amp; Recycle Weather / seasons Mini Beasts</p>	<p><b>I can follow my dreams!</b></p> <p>Physical Health and Mental Wellbeing Staying healthy / Food Growing and Changing The great outdoors/ Forest School/ Planting seeds Plants &amp; Flowers Fun Science / Materials</p>
<p><b>Possible Texts</b></p> <p>Inc. Monty must reads</p>	<p>Owl Babies Stick Man The Smartest Giant The Colour Monster</p>	<p>The Rainbow Fish Kitchen Disco Fill a Bucket Colour Monster We don’t Eat our Classmates</p>	<p>The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy’s Outing Oi! Get off my train!</p>	<p>One Plastic Bag Somebody Swallowed Stanley Pantosaurus</p>	<p>The Very Hungry Caterpillar Aghh Spider! Tiger who came to tea</p>	<p>The Tiny Seed Oliver’s Vegetables Jasper’s Beanstalk Jack and the Beanstalk</p>
<p><b>‘Wow’ moments / Enrichment ideas</b></p>	<p>Autumn Walk/ Harvest time Remembrance Day Nurse / Firefighter visit Birthdays Talent show Roald Dahl Day Halloween</p>	<p>Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali and Hannukah Remembrance day Stories by the Fireside Anti- Bullying Week</p>	<p>Post a letter Food tasting – different cultures Map work Start of Ramadan Eid D-Day</p>	<p>Planting seeds Easter time Mother’s Day Queen’s Birthday Science Week Eater Egg Hunt Internet Safety Day</p>	<p>Chinese New Year LENT Story Telling Week Random Acts of Kindness Week Valentine’s Day Weather experiments Nature Scavenger Hunt</p>	<p>What do I want to be when I grow up? Growth mindset Sports day Multicultural festival</p>



# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I can be myself!	I can make friends!	I can make connections!	I can do this!	I can make changes!	I can follow my dreams!
Characteristics of Effective Learning	<p align="center"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Over Arching Principles	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>					
	<p><i>PLAY: At Montgomery Infant School and Nursery, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’ EYFS Team</i></p> <p><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>					

*The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.*



# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Our drivers run through our whole EY curriculum	I can be myself!	I can make friends!	I can make connections!	I can do this!	I can make changes!	I can follow my dreams!
	<p><b>A therapeutic approach</b> - to develop a therapeutic approach to positive behaviour management ensuring we prepare our children for their futures.</p> <p><b>Environment</b> - to continue to develop children's experiences of our rich learning environments both inside and outside so that children have a greater appreciation of the world around them.</p> <p><b>Possibilities</b> - to develop learning opportunities both in the classroom and out of the classroom that give children experiences to engage in: problem solving, sustained shared thinking, negotiating, creativity, skills practise and preparing them for a future that we do not know yet.</p> <p><b>Togetherness</b> - to develop children's understanding of community, belonging and diversity. To instil a welcoming culture where difference is and togetherness are celebrated.</p>					
<p><b>The Monty Way</b></p> <p>Achieve together by:</p> <p>Looking after each other</p> <p>Keeping the school tidy</p> <p>Being ready to learn</p> <p>Walking in school</p>	<p>Children learn respect, self-discipline, courage, integrity, empathy and gratitude. These are tangible throughout curriculum</p> <p>Experienced Based Curriculum</p> <p>Continuous provision with opportunities for disadvantaged children.</p>	<p>Children become more secure in their learning environment.</p> <p>Continuous provision gives opportunities for purposeful play and developing friendships.</p> <p>Positive role models and supportive relationships with adults.</p>	<p>Teachers and students inspired and joyful</p> <p>High quality dialogue</p> <p>Speak sincerely and engage in empathic dialogue</p> <p>Experienced based curriculum developing an appreciation of animals, environments and other humans.</p>	<p>Preparing children for their future.</p> <p>Positive relationships</p> <p>Making safe choices, with in the environment and feeling safe to take risks.</p> <p>Committed engagement of parents/carers as co-educators.</p>	<p>Children develop their own identity, their relationships with others, within the wider world.</p> <p>Positive Relationships</p> <p>All are committed to their own personal journey of self-discovery</p>	<p>Children make conscientious choices</p> <p>Children actively involved in creating their own paths of learning</p> <p>Children's passions are evident</p> <p>Culture of intellectual curiosity and continuous professional development</p>
	<ul style="list-style-type: none"> <li>○ We <b>look after each other</b> by being safe, being kind and helpful, being cooperative, being polite, honest and respectful.</li> <li>○ We <b>keep the school tidy</b> by tidying up and looking after things.</li> <li>○ We show we are <b>ready to learn</b> by listening to people, doing the best we can, working quietly and staying focused.</li> <li>○ We <b>walk in school</b> and remember to walk quietly and on the left.</li> </ul>					



## Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

 <b>Communication and Language</b>	 <b>Personal, social, emotional development</b>	 <b>Physical Development</b>	 <b>Literacy</b>	 <b>Maths</b>	 <b>Understanding the World</b>	 <b>Expressive arts and design</b>
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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.</p> <p><b>ELG: Numerical Patterns</b></p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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>

*It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.*