

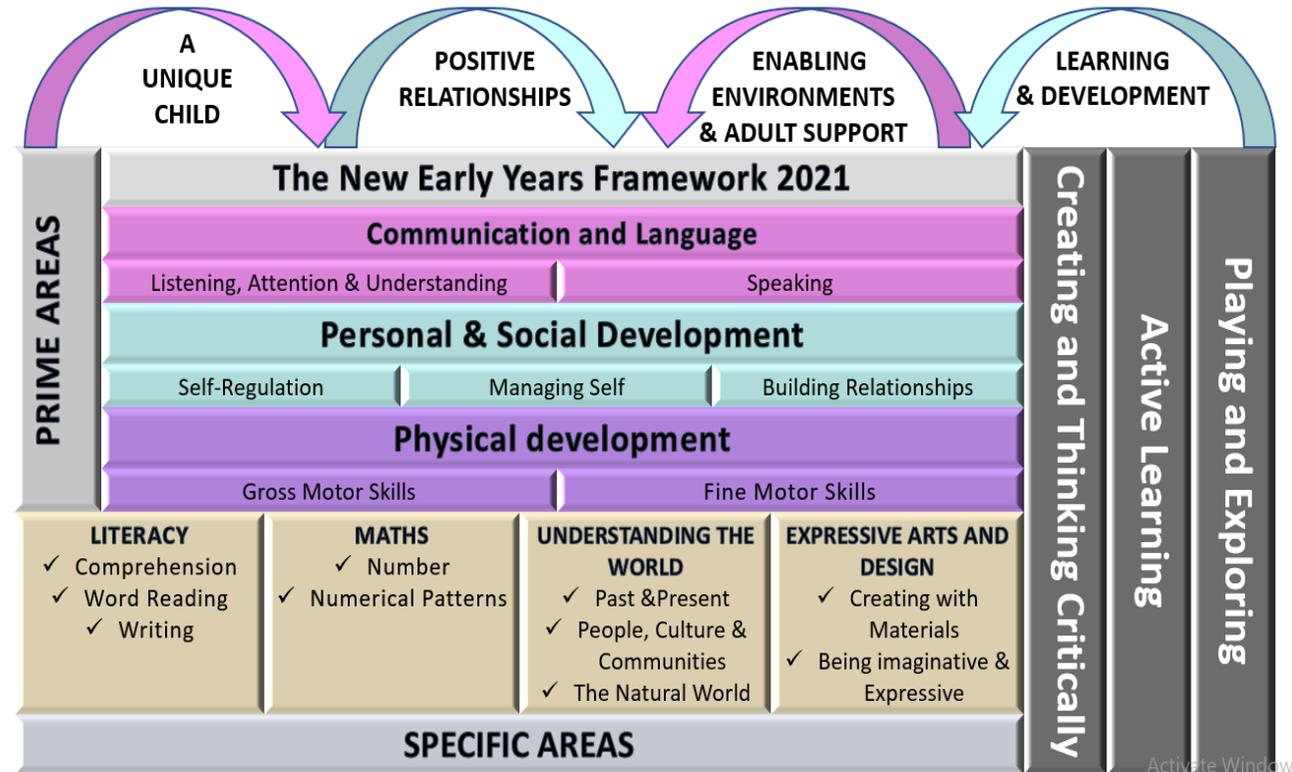


South Tawton Reception Class- Long Term Plan 2021-22

At South Tawton Primary School we make the most of our beautiful surroundings to explore and learn. From our school field, playgrounds, garden, forest area and pond, children are outside enjoying the environment around them.

Upon starting school, children learn we are one big South Tawton family; playing together, helping each other and sharing experiences across age groups. Each EYFS pupil has an older buddy to support them through the first 2 years at school.

Our EYFS sparks children's imagination to become enquiring, motivated and thoughtful learners who are independent and self-regulated. Children build upon their own interests enabling them to experience challenge and success. Our dedicated team of staff ensure there is a safe, happy and language rich environment with the use of technology running through all areas of the curriculum.





South Tawton Reception Class - Long Term Plan 2021-22

	Autumn 1-	Autumn 2-	Spring 1-	Spring 2-	Summer 1-	Summer 2-
General Themes NB: These themes may be adapted at various points to allow for children's interests	Marvelous me What makes you unique! My new class New Beginnings People who help us /Careers Family/relationships/ feelings What am I good at? My house My favourite books	Let's celebrate! Birthdays Special events- wedding Bonfire night Harvest Diwali Hannukah Christmas Toys/Toys of the past	Around the world Where in the world shall we go? Send me a postcard Looking after our planet Reduce, Reuse & Recycle Comparing the weather Animals in climates Chinese New Year	Out and about Visit a farm On the moors Local community Ways of travelling Wild arts Minibeasts (insects) Easter Incubator in class	Adventures Space, Pirates Dinosaurs Superheroes Fun Science / Materials	Growing Plants and flowers Planting beans/seeds Healthy food choices Living things What lives in our grounds? Life cycles
High quality Texts	Shine So much Doctor Dog Cops and Robbers Hairy McLary Rumpus at the Vets Captain Tom Little People Big Dreams The Worrysaurus	Guy Fawkes Little Red Hen Funnybones What the Ladybird Heard Rosie's Walk Rama & Sita The Christmas Story How to catch Santa	Handa's surprise Blue Planet David Attenborough Poles apart Meerkat Mail Chinese New Year We're going on a lion hunt The Big Picture Atlas	Mrs Armitage on wheels Farmer Duck Mr Gumpy's outing Stickman Gruffalo Mad about Minibeasts Eggs & Chicks Handa's Hen	Whatever next On the way home Zoom rocket zoom Here come the aliens A home for a pirate Supertato Harry & the bucketful of dinosaurs The treasure of pirate Frank	Oi Frog Jasper's Beanstalk The Tadpoles Promise The Billy Goats Gruff Jack and the Beanstalk The enormous turnip The very hungry caterpillar Oliver's vegetables My Bean diary
'Wow' moments / Enrichment	Marevulous me collages Nurse /police officer/vet Favourite book day National Poetry Day 7 th October Autumn walk/ blackberry picking	Guy Fawkes / Bonfire Night/firefighter visit Class weddings Christmas Time / Nativity/Santa	Making ice experiment Chinese New Year Food tasting from around the world National Storytelling week Zoo visit	Living eggs to incubate World Book Day 3rd March Easter egg hunt Spring walk Local walks and farm visit	Map work - Find the Treasure Pirate themed day Science experiments Walk to school week 16-20 th May	Grow caterpillars Grow vegetables & plants Ice – Cream at the park Finch Foundry visit



South Tawton Reception Class - Long Term Plan 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
General Themes	Marvelous me	Let's celebrate!	Around the world	Out and about	Adventures	Growing
Over Arching Principles	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>Playing and exploring: - 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>Active learning: - 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>Creating and thinking critically: - 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> <p>At South Tawton we have our dinosaur learners who help us think about how we learn. The dinosaurs are linked to the Characteristics of Effective Learning listed above.</p> <p>We have Explorosaur, who is resourceful and curious; Tryasaur, who is resilient and perseveres and Thinkosaur, who is reflective and great at problem solving.</p>					
	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & 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>Enabling environments: 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>Learning and Development: 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: 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.</i></p> <p style="text-align: center;">We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>					



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvelous me	Let's celebrate!	Around the world	Out and about	Adventures	Growing
British Values Sharing Circles	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Experienced through celebrations</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>
Assessment opportunities	<p>In-house - Baseline data on entry National Baseline data by end of term Phonics assessments EYFS team meetings</p>	<p>On going assessments Pupil progress meetings Parents evening info EYFS team meetings In house moderation End of term Assessments Phonics assessments</p>	<p>GLD Projections for EOY Cluster moderation EYFS team meetings</p>	<p>Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments</p>	<p>Cluster MAT moderation EYFS team meetings</p>	<p>Pupil progress meetings Reports Phonics assessments EYFS team meetings EOY data</p>
Parental Involvement	<p>Welcome meeting Evidence me involvement Parents Info sessions Open morning</p>	<p>Evidence me involvement Christmas performance Parents Evening Open morning</p>	<p>Evidence me involvement Open morning</p>	<p>Evidence me involvement Parents Evening Open morning</p>	<p>Evidence me involvement Open morning</p>	<p>Evidence me involvement Parents Evening/ Reports Parents school BBQ Open morning</p>



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Diversity Texts to be read throughout the year during story time sessions

BAME main characters	Cultural diversity	Neurodiversity	physical disabilities	Different families
So much Astro Girl Lulu's first day Baby goes to market Mommy saying Full, full, full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	We're all wonders Perfectly Norman Incredible you I see things differently Mr Gorski I think I have the wiggle fidgets Because What makes me a me? The unbudgable curmudgeon	Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears	My pirate mums My two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies



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General Themes	Marvelous me	Let's celebrate!	Around the world	Out and about	Adventures	
Communication and Language	<p>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.</p>					
	Settling in activities Making friends Children talking about experiences that are familiar to them, their family or pets. Follow instructions (settling in, putting my things away) Model talk routines through the day. For example, arriving in school: "Good morning, how are you?")	Describing special events. Using photos and video clips as a stimulus to recall events. Understand how to listen carefully and why listening is important.	Developing language and new vocabulary. Linked to places and features around the world and stories that are chosen. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs and continue these during the year.	Listen to, engage in and talk about non-fiction Using the iPad to take a photograph and describe it. I can describe events in some detail: farm trip, egg life cycle, Palm Sunday. Ask questions to find out more.	Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them.	Explain <i>why, when, how, who, where</i> during discussions. Use past, present and future tenses in speech when explaining an event or how something has/will grow.
<p>Staff invest quality time with the children to develop their relationships with the children based on their interests, high quality interactions and sustained conversations. As well as reading to them regularly, staff comment on, model and scaffold language and embed new vocabulary into everyday situations. There are daily group discussions, singing and rhymes, stories, circle times and 'snack chat'. Staff also use the 'bridging the word gap' training as well as speech and language interventions, Wellcomm and Speech link activities as necessary.</p> <p>CONTINUOUS PROVISION; Our comfy class book corner is well stocked with a range of fiction and non-fiction texts and books children can attempt to read phonetically. The addition of puppets and masks help the children retell a story both indoors or outdoors. Stories are chosen from recommended high quality texts (including the Pie Corbett reading spine). Role play areas are regularly changed and constructed with the children to appeal to their interests. Staff model language and interactions within the role play. We also have weekly show and tell sessions and welcome children to sit at the front on the teachers' chair to share news with the class.</p>						

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Personal, Social and Emotional Development	<p>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 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.</p>					
Managing Self						
Self regulation						
Making relationships						
Following the Whole School SCARF Programme						
	<p><u>SCARF: Me and My Relationships</u> Me & What makes me special, my special people Who can help me? (self-regulation) Me and my feelings (naming feelings, know some self-care techniques) Know that some actions & words can hurt others feelings. Oral hygiene: teeth cleaning linked to the dental nurse Handwashing Class rules: Behavioural expectations in the class/boundaries set</p>	<p><u>SCARF: Valuing Difference</u> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring I know what it means to be respectful and to be treated with respect Independence: putting own socks and shoes on</p>	<p><u>SCARF: Rights and responsibilities</u> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money Looking after money Healthy eating: Fruit kebabs/making a fruit smoothie</p>	<p><u>SCARF: Keeping myself safe</u> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe SMART rules</p>	<p><u>SCARF: Being my best</u> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Healthy eating Move your body A good night's sleep Importance of exercise Being kind to living creatures</p>	<p><u>SCARF: Growing and changing</u> Seasons Life stages, plants, animals, humans Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys Transition into Year 1 Taking care of animals (frogs/butterflies)</p>
	<p>* Controlling own feelings and behaviours *Applying personalised strategies to return to a regulated state of calm *Being able to curb impulsive behaviours *Being able to concentrate on a task*Being thoughtful towards others feelings *Behaving in ways that are pro-social *Planning *Thinking before acting *Delaying gratification * Persisting in the face of difficulty.</p> <p style="text-align: center;">Paying particular attention to Fere Laevers' 'Levels of Involvement' for each child in the class.</p>					



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General Themes	Marvelous me	Let's celebrate!	Around the world	Out and about	Adventures	Growing
Physical Development Fine motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. We have daily opportunities for Fine Motor Gross motor and Physical activities	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives . 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 .					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Use a knife, fork and spoon with independence. Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle Use knife to cut some foods.	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
	Physical getting group games, ice breakers Tightrope- balance stance	Clown- ball skills coordination Squirrel - ball chasing agility	Jungle – seated balance Cat- floor work	Bike- footwork coordination Train- line balancing	Space- jumping & landing Pirate- 1 leg balancing	Fairytale – agility reactions Seaside- counter balance

<p>Sport enrichment with SAINTS coaching</p>	<p>Multiskills Balance Movement skills rolling - crawling - walking - jumping - running - hopping - skipping – climbing Negotiate space Travelling with confidence</p>	<p>Games Ball skills: throwing, catching, kicking Using different sized balls Follow the rules of a game</p>	<p>Dance Move energetically Copy basic actions Move to music Negotiate space Perform teacher led warm ups and routines.</p>	<p>Gymnastics Balance Using apparatus Core muscle strength Jumping and landing Awareness of space</p>	<p>Cricket or Tennis Follow the rules of a game Use a racket Join in with a game</p>	<p>Athletics Running skills Agility Consolidate throwing, catching and negotiating space. Sports day</p>
<p>CONTINUOUS PROVISION; Children are encouraged to participate in cooperation games i.e. parachute games & team activities. There are climbing opportunities using our outdoor equipment in the playground and forest area. We provide a range of wheeled resources for children to balance, sit or ride on; from tractors, scooters and trikes to wheelbarrows, prams and carts. Children can choose resources to develop their dance and creativity such as ribbons, scarves and skipping ropes. Other enhancements can be selected by children from a wide range of PE apparatus; hoops, balls, beanbags, skittles, etc. Malleable, fine motor and funky finger activities can be chosen to support children’s hand eye coordination. From the use of tools at the DT bench, scissors, threading and tweezers to developing the use of cutlery at the table, children work with independence using small parts each day. Additional interventions such as ‘Dough disco’ and ‘Funfit’ are also offered. Staff use short ‘wake and shake’ or active breaks throughout the day as well as daily physical activities as part of children’s exercise and healthy lifestyle. Staff wear school PE kit and children are encouraged to try changing into sports clothing with independence. Each children is supported to develop good personal hygiene by providing regular reminders about thorough handwashing and toileting.</p>						



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General Themes	Marvelous me	Let's celebrate!	Around the world	Out and about	Adventures	Growing
<p>Literacy Reading & Comprehension</p> <p>Developing a passion and confidence for reading.</p> <p>At South Tawton we use the Read Write Inc scheme to deliver phonics from EYFS and KS1. For phonics, children will be working in differentiated groups, 1:1 coaching will also be used.</p> 	<p>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.</p> <p>Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing.)</p>					
	<p>Show interest in favourite books and subject matter. Handling texts (& ebooks) correctly. Singing rhymes and songs</p>	<p>Talk about events and characters in a story read to me. Join in with repeated parts and fill in missing words from well-known rhymes or story.</p>	<p>Understand non-fiction characteristics. Refer to non fiction texts and digital forms to find out about themes and interests.</p>	<p>Show interest and answer simple questions about what has been read. Check my reading makes sense and reread if necessary.</p>	<p>Shows interest in and attempts to read in various situations (role play, recipes, signs etc) Retelling of known stories and addition of their own ideas.</p>	<p>Enjoy choosing texts to share with others or read alone. Use new vocabulary in talk and writing.</p>
	<p>Phonics: Alliteration, rhyme, oral blending and segmenting activities. Teaching of RWI Set 1 sounds. Fred talk oral blending and segmenting.</p>	<p>Phonics: Continue to complete RWI Set 1 sounds and link to letters. Blending and segment in order to read vc and cvc words and short ditty photocopyables. Introduce nonsense words.</p>	<p>Phonics: Differentiated groups Consolidate RWI Set 1 and develop reading Red level texts with repetition. Teach Set 2 digraphs/special friends and some irregular 'red' words.</p>	<p>Phonics: Differentiated groups Continue/ consolidate Set 2 digraphs. Identify them within words for blending reading. Special friends; Fred Talk; Read the word. Progress with RWI coloured reading texts.</p>	<p>Phonics: Differentiated groups Recall increasing number of irregular 'red' words. Read with increasing fluency and accuracy.</p>	<p>Phonics: Differentiated groups RWI Set 3 when appropriate Progress with RWI coloured reading texts and comprehension. End of term assessments</p>
<p>CONTINUOUS PROVISION; Our comfy class book corner is well stocked with a range of fiction and non-fiction texts and books children can attempt to read phonetically. The addition of puppets and masks help the children retell a story both indoors or outdoors. Children also visit the school library and our buddy system (EYFS child paired with a Yr5 child) enables children to read and be read to by an older pupil. Children are read to each day; stories are chosen from recommended high quality texts (including the Pie Corbett reading spine). There are also e-books and digital texts to access. Phonics learning is further embedded through displays, games and computer programmes.</p> <p>Children have access to a wide range of writing, mark making and fine motor equipment indoors and outdoors for a range of purposes (role play, constructions lists, menus). Staff model writing and 'story scribe' for children to develop their story telling and language.</p>						
<p>Literacy Writing</p>	<p>Mark making, labelling, recognising name. Looking at pencil grips Initial letter sound patterns from RWI rhymes.</p>	<p>Writing VC and CVC words. Writing name or letters on own work.</p>	<p>Writing for purposes; sending a postcard, making posters, labels, information captions. Using photos as a stimulus.</p>	<p>World book day Written information about an experience Writing simple sentences referring to phonics knowledge. Forming lower and upper cases.</p>	<p>Adventure stimulus to create stories, maps, information, signs, character descriptions. Using phonics and red words taught & finger gaps.</p>	<p>Recounting how to grow a plant. Instructions. Life cycles, labelled diagrams. Punctuated sentences.</p>



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Maths <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> – Shakuntala Devi White Rose Maths activities	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.					
	X3 weeks: baseline/getting to know you Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness The number 4/ The number 5 One more one less Comparing shapes Night and day (routines/time)	Zero and comparing numbers to 5 Composition of 4 and 5 Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height	9 and 10 Comparing numbers to 10 Number bonds to 10 (2 weeks) 3D shape Consolidation (respond to what they need more support with)	Building numbers beyond 10, 20 and beyond Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Consolidation
CONTINUOUS PROVISION; Children will have access to maths resources throughout the provision, both indoor and outdoor. Water and sand play contains measuring, capacity and size equipment as well as shapes and various building apparatus being easily accessible for all. Children are encouraged to use the readily available resources such as tape measures, stop watches, rulers and balancing scales to compare and develop their mathematical vocabulary and enquiry.						



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Understanding the World & RE	<p>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.</p>					
	<p>All about me! Make collages at home to share in class. Talk about family, special people, where you live, pets, hobbies.</p> <p>Respectfully compare and contrast how each child's similarities and differences.</p> <p>Visits from nurse, PCSO, vet from our community.</p> <p>Local walk to understand key features of our school grounds on Dartmoor.</p>	<p>Talking about past and present events, celebrations & special times.</p> <p>Compare similarities and differences between celebrations such as Diwali, Christmas, Hanukkah.</p> <p>Class weddings; Experience Muslim and Christian ceremonies to compare.</p>	<p>Talk about how our local area varies from other areas around the world.</p> <p>Visit from an Arctic explorer. Ice experiment.</p> <p>Show care over our planet in relation to pollution, recycling, animal care, climate change, environmental issues. Local and global</p> <p>Use images, video clips, Google Earth, shared texts and other resources to bring the wider world into the classroom. Children talk about what they see.</p>	<p>Visiting places locally; the park, library, village shop, farm, moorland features (board walk, Cawsand Beacon, mines).</p> <p>Focus on maps to follow how we get to school, where we live in relation to school.</p> <p>Care for our eggs in class and for the chicks when they hatch.</p>	<p>Make a pirate map with features included (volcano, mountains, waterfall etc)</p> <p>Experiments (let's find out what happens if...) Volcanoes, magnetism, floating and sinking, parachutes.</p> <p>Investigating various materials, how and why they are used for different purposes.</p> <p>Find out about famous men and women who explored, were scientists, astronauts, pirates.</p>	<p>Talk about differences and similarities in living things; plants we see, minibeasts, animals in our local area.</p> <p>Talk about the changes that occur during lifecycles and over time (butterfly, frog, bean diary)</p>
At South Tawton we follow the Devon and Torbay Agreed Syllabus for RE	<p>F4 : Being Special : Where do we belong?</p> <p>Sense of belonging to our school community</p>	<p>F2: Why is Christmas special for Christians?</p> <p>Visit church for Christingle.</p> <p>Vicar to visit class</p>	<p>F5: What places are special and why?</p> <p>Link to looking after our planet</p>	<p>F3: Why is Easter special to Christians?</p> <p>Take our Easter garden's to church</p>	<p>F1: Why is the word "God" so important to Christians?</p>	<p>F6 : What times / stories are special and why?</p>



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Expressive Arts and Design <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion. Work will be displayed in the classroom. Children to explain their work to others.</i>	<p>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.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
	Self portrait using Pisacco, Orovida Pissarro and Van Gogh Explore various media including pencil, pen, crayon, paint, pastel, chalk. Join in with songs & rhymes. Build stories around toys (small world) use available props to support role play Build models using construction equipment & junk modelling. Take photos can children explain what they did?	Beginning to mix colours. Explore textures & materials to make firework pictures. Listen & make their own dances in response to fireworks. Celebration stimulus- Divas for Divali, Christmas decorations, cards, songs/poems Nativity perform a song and dance. Teach children joining techniques such as adhesive tape and different glues.	Jungle art inspired by Henri Rousseau stimulus. Making Chinese lanterns, Chinese dragon dance and puppets. Learn traditional African songs – Wren Music & Paul Tucker to visit Use story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Teach DT woodwork techniques. Joining using staple pins and nails, sawing	Andy Goldsworthy themed outdoor art using natural resources Leaf & tree rubbings Stickman creations in our forest area. Easter creations. Collage piece for village shop window display, use of patterns. Observational drawing of spring flowers found on walks. Introduce needles and threading to practise sewing skills.	Retelling stories, make puppets or dress up. Encourage the inventing and adapting stories. Pirate themed crafts Space inspired music from Holst Mars & Dr Who theme- Delia Derbyshire Model making; superhero or space themed to make a rocket. Revisit joining, cutting techniques.	Van Gogh Sunflowers; a study choosing various media. Using clay to create minibeasts or other ideas Listen to growing and bug themed classics- Rhapsody in Blue, Gershwin Flight of the bumblebee. Cretae own pieces and dance in response. Team work project to create a bug hotel. Use woodwork and modelling skills.
Additional Charanga Music scheme	Me	My stories	Our World	Everyone	Big Bear Funk	Reflect, rewind and replay.

CONTINUOUS PROVISION; Our 'Creation station' keeps children supplied in a wide range of materials that they can access independently each day. Additional enhancements are added to provide an extra layer to further embed children's experiences. In our outdoor area, children have a performance stage and a choice of resources such as ribbons, musical instruments, iPad and music choices, puppets, dressing up.

As well as a topical roleplay which follows the class' interests, a home/kitchen/ café role play is also always in use.

Malleable resources and fine motor tasks are encouraged. Various small and loose parts can be chosen and used in connection with other resources or on our class lightbox.

Our DT workbench with real tools and equipment is used with adult supervision. Children can plan and make their own ideas using a range of wood, nails, and other materials.



South Tawton Reception Class - Long Term Plan 2021-22

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

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: 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</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>ELG: Speaking 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>ELG: Self-Regulation 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>ELG: Managing Self 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>ELG: Building Relationships 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>ELG: Gross Motor Skills 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>ELG: Fine Motor Skills 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>ELG: Comprehension 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>ELG: Word Reading 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>ELG: Writing 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>ELG: Number 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>ELG: 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.</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>ELG: Past and Present 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>ELG: People, Culture and Communities 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>ELG: The Natural World 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>ELG: Creating with Materials 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>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs;</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>



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South Tawton Year R Curriculum Guarantee	Enrichment opportunities linked to the National Trusts "50 things you should do before you are 11 ¾" and the DFE, "My Activity Passport"					
	Paint a self portrait Make apple crumble Have a picnic	Visit a place of worship Perform a song Take part in our class wedding	Taste a new fruit Make a mud creation Visit the zoo Post a postcard	Go welly wandering Go barefoot Watch eggs hatch Roll down a big hill	Retell a story Be like a pirate day! Get to know a tree	Cloud watching Bring up a butterfly Help a plant to grow