



Ditchling St Margaret's Primary and Nursery School

Reception Long Term Plan





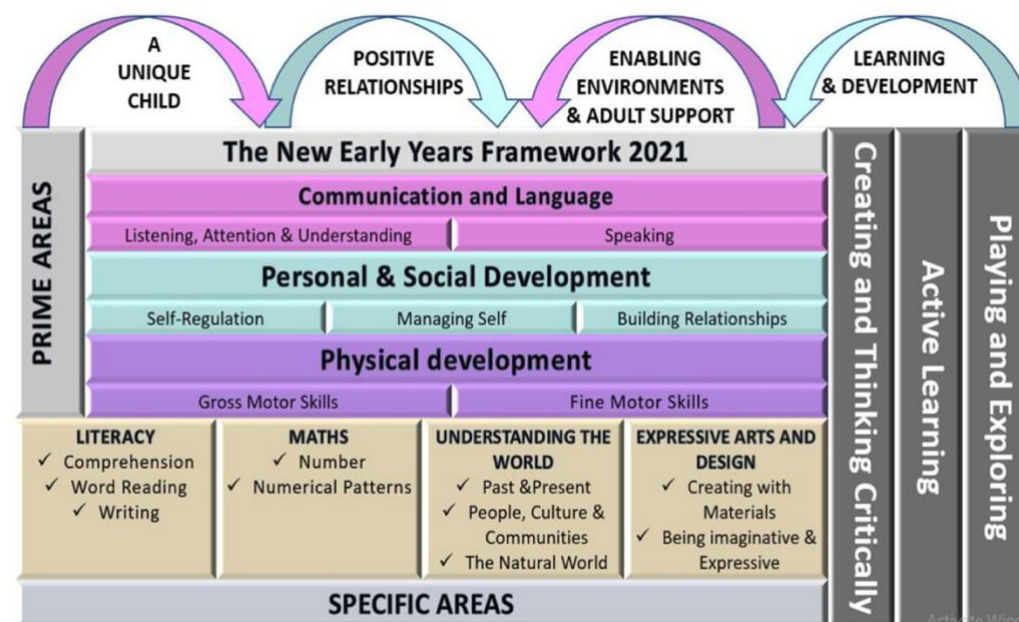
Our Early Years and Foundation Stage (EYFS) is at the heart of everything we do at Ditchling. We know how important the first five years of a child's life are to their emotional, physical and academic wellbeing. We believe that the EYFS is a vitally important part of our children's development; it is a real strength of our school and provides children with the best possible foundation for their future learning. Our children's experiences over time are consistently and coherently arranged to build excellent knowledge and skills for their future learning. You will see through this document that our intent and implementation are embedded securely and consistently across our EYFS to include our Nursery. It is evident from what our adults do that they have a firm and common understanding of what it means for excellent practice. Across all parts of our provision, practitioners' interactions with children are of a high quality and contribute well to delivering the curriculum intent.

In EYFS, children learn best when they experience learning first-hand, through meaningful interactions with other children and supportive adults, through physical activity and play-based learning. The impact of the curriculum on what children know, can remember and do is highly effective. Children demonstrate this through being deeply engaged in their work and play and sustaining high levels of concentration. Children, including those children from disadvantaged backgrounds, do well. Children with SEND achieve the best possible outcomes.

We understand that children are motivated and engaged when learning is relevant and purposeful. This is why we plan broad topics that are flexible to take in to account children's interests and next steps.

Observation and assessment underpin the skills which need to be taught and the context in which this is presented.

Our long term plan shows an overview of the intended learning but this may change to suit each reception cohort.





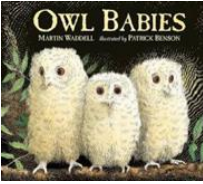
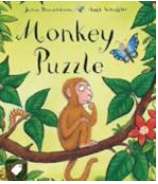
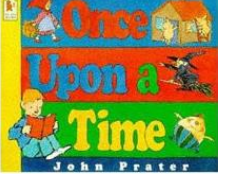
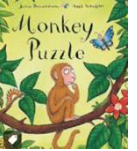
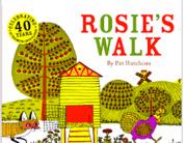
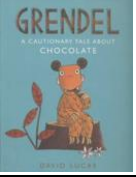
Term	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topic	All about Me	Out and About	Back in Time	Through the Keyhole	Whatever the Weather	Ship Ahoy!
Characteristics of Effective Learning	Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning 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. 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 make sense of the world.					
Overarching Principles	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. 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. 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. Learning and Development: Children develop and learn at different rates. We must be aware of children who need greater support than others. PLAY: Real play should be from the child and for the child. It should be open-ended, given opportunities for self-chosen challenges, offer limitless possibilities and endless interpretations. At Ditchling, we are passionate about keeping children in their world of wonder for as long as possible, and we want our children to experience joy and wonder throughout their time with us. “Living life in all its fullness” John 10:10					



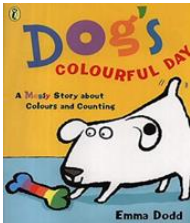
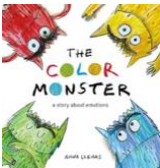
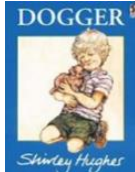
RECEPTION LONG TERM PLAN



'Living life in all its fullness' John 10:10

Term	Autumn 1
Topic	All About Me
Texts	   
Phonics	Set 1 sounds (linked to Read, Write, Inc)
Handwriting	Begin to form my letters correctly
EYFS small steps	To correctly hold a pencil using a tripod grip. Ascribe meaning to marks To write my name in lowercase letters.
Drawing Club	  
Geography (UW)	How can I make a map of my world?  
Science (UW)	Senses  



Maths	 Mastering Number: Subitising within 3 Counting Skills Explore how all numbers are made of 1s Subitise objects and sounds Comparison of sets Use language of comparison: <i>more than</i> and <i>fewer than</i> White Rose - Shape: Circle and triangles 
RE (UW)	God/Creation: Why is the word God so important to Christians? Harvest
Life Skills (PSED)	Being me in my world    
PE	Introduction to PE: Unit 2 Games: Unit 1
Expressive Art and Design	Cooking: Gingerbread biscuits Kapow ART- Drawing: Marvellous marks (self-portraits) Singing and rhymes Kapow Music- Exploring Sound
Computing	E-safety Self-Image and identity
Forest School	Introducing Forest school Experience the awe and wonder of nature Kapow- Autumnal crafts: Nature Wreaths



RECEPTION LONG TERM PLAN



'Living life in all its fullness' John 10:10

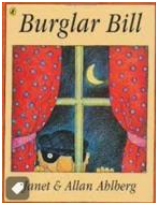
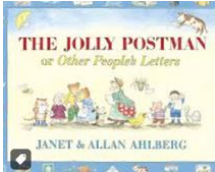
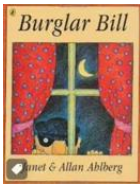
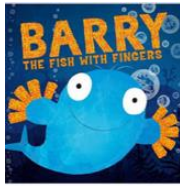
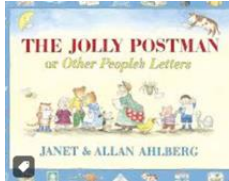
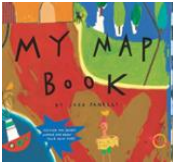
Home Learning	Practising phonic sounds and blending Maths is fun booklet
Parental involvement	Welcome meeting Tapestry involvement Phonics workshop Parents Evening
Assessment	Teacher assessment baseline Statutory Baseline Parents evening information Phonics Assessments EYFS Small Steps NELI assessments Speech and Language link
Spectacular start Fabulous finish	Meeting our friends for the first time, sharing our Monkey puzzle pictures Creating our own fairy tales in drawing club



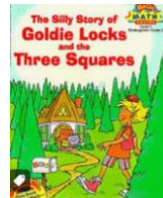
RECEPTION LONG TERM PLAN



'Living life in all its fullness' John 10:10

Term	Autumn 2
Topic	Out and About
Texts	   
Phonics	Set 1 sounds (linked to Read, Write, Inc)
Handwriting	Begin to form my letters correctly Sit at table correctly when working with an adult.
EYFS small steps	<i>To correctly hold a pencil using a tripod grip.</i> <i>To write my name in lowercase letters.</i> <i>To write initial sounds to label pictures.</i> <i>To write CVC words to label pictures using a sound mat.</i> <i>I put my finger under each word to check the sounds.</i>
Drawing Club	   
Geography (UW)	What different features can I see in Ditchling? 



Science (UW)	Light and dark 
Maths	Mastering Number: Counting skills, Five-ness of 5, Comparison of sets- by matching Use language of comparison: <i>more than, fewer than, an equal number</i> Explore the concept of whole and part Focus on the comparison of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 White Rose: Pattern, Shapes with 4 sides   
RE (UW)	Incarnation: Why do Christians perform nativity plays at Christmas? Diwali Bonfire Night Remembrance day St Andrew's day Hanukah
Life Skills (PSED)	Celebrating difference- who am I?   
PE	Fundamentals: Unit 2 Yoga

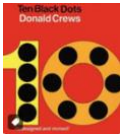
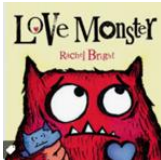


Expressive Art and Design	Kapow DT- Structures: Junk Modelling Seasonal crafts- Christmas (decoration day) Kapow DT- Seasonal Project: Sliding Santa Chimneys Singing and rhymes Kapow Music-Celebration Music
Computing	E-safety Online Bullying
Forest School	Art in nature- creating pictures
Home Learning	Reading phonics books Practising phonics Practising 'red words' Maths is fun booklet
Visits/Trips	Ditchling walk Theatre trip
Parental involvement	Nativity performance Tapestry involvement Stay & Play with parents Decoration day
Assessment	On-going assessments Pupil progress meetings Internal moderation Phonics assessments EYFS Small Steps
Spectacular start Fabulous finish	Letter arrival- who is it from? Christmas Theatre trip



Term	Spring 3
Topic	Back in Time
Texts	  
Phonics	Set 2 sounds (linked to Read, Write, Inc)
Handwriting	Begin to form my letters correctly, Sit at table correctly when working with an adult
EYFS small steps	<i>To correctly hold a pencil using a tripod grip.</i> <i>To write my name in lowercase letters.</i> <i>To write initial sounds to label pictures.</i> <i>To write CVC words to label pictures using a sound mat.</i> <i>I put my finger under each word to check the sounds.</i> Think, say and remember a caption (2 or more words) To write a caption (A / The)
Drawing Club	   
History (UW)	What is in the history Suitcase today? Add exciting artefacts to the suitcase that promote conversation 

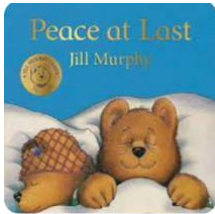
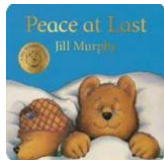
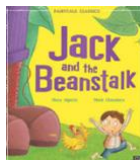


Science (UW)	Space- Where do I fit in, in this world? Exploring stars, planets and the moon 
Maths	Mastering Number: Subitise within 5 focusing on dice patterns, Match numerals to quantities within 5 Counting- focus on ordinality and the staircase pattern See that each number is one more than the previous number Focus on 5, Focus on 6 and 7 as 5 and a bit Compare sets and use language of comparison: <i>more than, fewer than, an equal number to</i> Make unequal sets equal White Rose: Length & Height 
RE (UW)	What places are special and why? Shrove Tuesday Valentine's day Chinese New Year
Life Skills (PSED)	Dreams and goals  
PE	Gymnastics: Unit 2 Dance: Unit 1

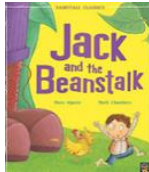
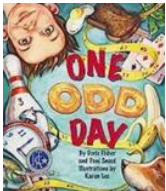
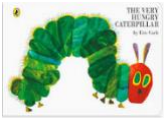


Expressive Art and Design	Kapow ART- Sculpture and 3D: Creation Station Singing and rhymes Kapow Music- Music and Movement
Computing	E-safety Privacy & Security Copyright & Ownership
Forest School	Clay dinosaur prints
Home Learning	Reading phonics books Practising phonics Practising 'red words' Maths is fun booklet
Trip	Paradise Park- exploring the past (space and dinosaurs)
Parental Involvement	Stay and Play with parents Tapestry involvement
Assessment	On-going assessments GLD Projections Moderation Phonics Assessments EYFS Small Steps
Spectacular start Fabulous finish	What is in our suitcase? Whose footprints are these? (foot prints the classroom- links with Dinosaurs)



Term	Spring 4
Topic	Through the Keyhole
Texts	   
Phonics	Phonics – Set 2 sounds (linked to Read, Write, Inc)
Handwriting	Handwriting- Begin to form my letters correctly, Sit at table correctly when working with an adult
EYFS small steps	To correctly hold a pencil using a tripod grip. To write my name in lowercase letters. To write initial sounds to label pictures. To write CVC words to label pictures using a sound mat. I put my finger under each word to check the sounds. Think, say and remember a caption (2 or more words) To write a caption (A / The) To write CCVC / CVCC words (Set 2 sounds) using a sound mat. Leave spaces between words
Drawing Club	   
History (UW)	Why do Kings and Queens wear crowns? 

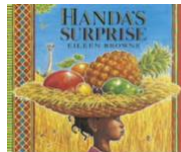
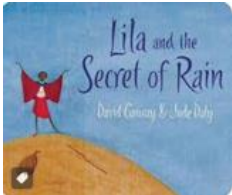
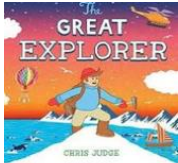
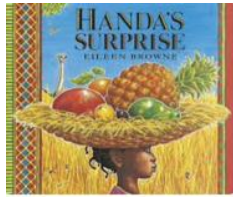


Science (UW)	Plants and growing 
Maths	Mastering Number: Focus on the staircase pattern and ordering numbers Focus on ordering of numbers to 8 Use language of <i>less than</i> Focus on 7 Doubles- explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes- odd and even numbers White Rose: Mass & Capacity, Time  
RE (UW)	Salvation: Why Do Christians put a cross in an Easter garden? Create an Easter garden. St David's day Mother's day St Patrick day
Life Skills (PSED)	Healthy me  
PE	Games: Unit 2 Ball skills: Unit 1
Expressive Art and Design	Kapow- Seasonal craft (Easter) Kapow Music- Musical Stories

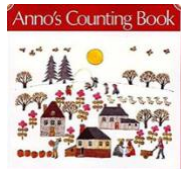


Computing	E-safety Health, Wellbeing and Lifestyle
Forest School	Planting in our reception area and in Forest school
Home Learning	Reading phonics books Practising phonics Practising 'red words' Maths is fun booklet Easter Bonnet
Visit	Healthy eating workshop
Parental involvement	Tapestry involvement Stay and Read with parents World book day- dress up as your favourite character, exploring joy through stories
Assessment	Pupil progress meetings Parents evening Phonics assessments On-going assessments Reports EYFS Small Steps
Spectacular start Fabulous finish	Visit from Bear- who is he, where is he from? Easter bonnet parade



Term	Summer 5
Topic	Whatever the Weather
Texts	   
Phonics	Phonics – Set 3 sounds (linked to Read, Write, Inc)
Handwriting	Handwriting- Begin to form my letters correctly, Sit at table correctly when working with an adult
EYFS small steps	<i>To correctly hold a pencil using a tripod grip.</i> <i>To write my name in lowercase letters.</i> <i>To write initial sounds to label pictures.</i> <i>To write CVC words to label pictures using a sound mat.</i> <i>I put my finger under each word to check the sounds.</i> <i>Think, say and remember a caption (2 or more words)</i> <i>To write a caption (A / The)</i> <i>To write CCVC / CVCC words (Set 2 sounds) using a sound mat.</i> <i>Leave spaces between words</i> Think, say, remember and write a simple sentence using the openers The, I, He and She. For example, I can see, I am, He is, She is, I saw, I went.... I can spell my Red Words correctly (tricky words) * put, the, I, no, of, my, for, he (red)
Drawing Club	   



Geography (UW)	Why isn't the weather always the same? 
Science (UW)	Seasons and weather- explore each type of weather
Maths	 Mastering Number: Counting- larger sets and things that cannot be seen, Subitising to 6, including structured arrangements Composition of 5 and a bit, Composition of 10 Comparison -linked to ordinality Play track games 
RE (UW)	Being special: Where do I belong? St George's day
Life Skills (PSED)	Relationships  
PE	Dance: Unit 2 Yoga
Expressive Art and Design	Singing and rhymes Kapow ART- Painting and mixed media: Paint My World Kapow Music- Big Band
Computing	E-safety Online Relationships
Forest School	Using nature to create natural paintbrushes



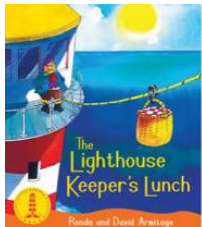
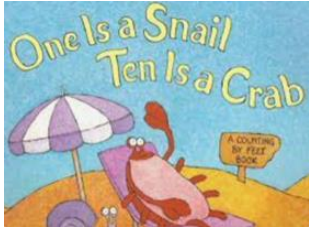
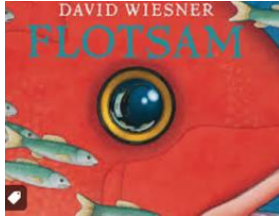
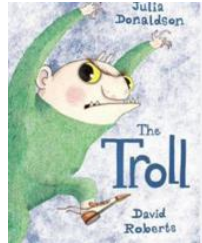
RECEPTION LONG TERM PLAN



'Living life in all its fullness' John 10:10

Home Learning	Reading phonics books Practising phonics Practising 'red words' Maths is fun booklet
Visit in school	Beacon walk
Parental involvement	Tapestry involvement
Assessment	On-going assessment Moderation EYFS Small Steps Reports written
Spectacular start	What is in my shopping basket? Linking with maths and our stories.
Fabulous finish	Food tasting- Fruits



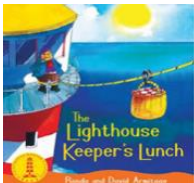
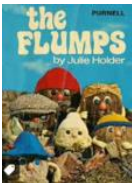
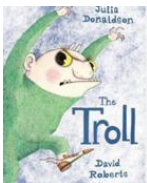
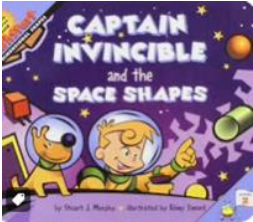
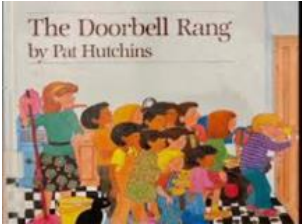
Term	Summer 6
Topic	Ship Ahoy!
Texts	   
Phonics	Phonics – Set 3 sounds (linked to Read, Write, Inc)
Handwriting	Handwriting- Begin to form my letters correctly, Sit at table correctly when working with an adult
EYFS small steps	<i>To correctly hold a pencil using a tripod grip.</i> <i>To write my name in lowercase letters.</i> <i>To write initial sounds to label pictures.</i> <i>To write CVC words to label pictures using a sound mat.</i> <i>I put my finger under each word to check the sounds.</i> <i>Think, say and remember a caption (2 or more words)</i> <i>To write a caption (A / The)</i> <i>To write CCVC / CVCC words (Set 2 sounds) using a sound mat.</i> <i>Leave spaces between words</i> Think, say, remember and write a simple sentence using the openers The, I, He and She. For example, I can see, I am, He is, She is, I saw, I went.... I can spell my Red Words correctly (tricky words) * put, the, I, no, of, my, for, he (red) Use a capital letter at the start of a sentence. Use a full stop at the end of a sentence. I put my finger under each word to read my sentence. I can spell my tricky words correctly * put, the, I, no, of, my, for, he (red books) your, said, you, be, are (green books)



RECEPTION LONG TERM PLAN



'Living life in all its fullness' John 10:10

Drawing Club	   
History (UW)	How did Rosie help to defeat the Armada? 
Science (UW)	Materials 
Maths	 Mastering Number: Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting White Rose: 2D & 3D shapes 



RE (UW)	What makes stories special and why? Father's day
Life Skills (PSED)	Changing me (RSE)
PE	Ball Skills: Unit 2 Athletics/Sports day
Expressive Art and Design	Singing and rhymes Kapow DT- Structures: Boats Kapow DT- Textiles: Bookmarks Cooking: Making sandwiches Kapow Music- Transport
Computing	E-safety Managing Online Information/Online Reputation
Forest School	Exploring materials/exploring insects and habitats/ building big houses
Home Learning	Reading phonics books Practising phonics Practising 'red words' Maths is fun booklet
Trip	Sea life Centre, Beach & Volks Railway
Parental involvement	Tapestry involvement Stay and Play- Grandparents



RECEPTION LONG TERM PLAN



'Living life in all its fullness' John 10:10

Assessment	Pupil progress meetings On-going assessments Phonics assessments EYFS Small Steps ELG % Reports out Year 1 transition meetings
Spectacular start Fabulous finish	Items from our book left in class- can children guess what it is about- who do they belong to? (Lighthouse Keepers Lunch) Whole school trip- joy spotting- through a chosen text



Early Learning Goals

Communication and Language Listening, Attention and Understanding - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Personal, Social and Emotional Development 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 teacher 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.	Physical Development Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.
Understanding the World 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.	Expressive Arts and Design 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. - 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. Mathematics 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.	Literacy 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.