








Weston Primary School
Reception
Long Term Plan 2023-24



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes me Me? 	How can we light up the world? 	What's inside the egg? 	Where in the world shall we go? 	How do things change? 	What can the sea see? 
Weekly Explorations (roughly a question a week)	<ul style="list-style-type: none"> *Who are we taking on our learning journey? *Who is in my family? *What can I learn about my body? *How have I changed? *What are my strengths and goals? *What can I learn about my local area? 	<ul style="list-style-type: none"> *What is bonfire night? *What was the first Christmas story? *What different celebrations are there around the world? 	<ul style="list-style-type: none"> *What is a life cycle? *What animal life cycles can we explore? *How is New Year in China celebrated? *Dinosaur or dragon? 	<ul style="list-style-type: none"> *Is the pirate's life for me? *Where do we live in the UK and the world? *What's in a map? *How can we travel? *What might we find (local habitat vs jungle habitat) 	<ul style="list-style-type: none"> *What will we find in the great outdoors? *How can we care for living things *How and why does our weather change? *How has the world changed? 	<ul style="list-style-type: none"> *What's under the sea? *How can we have fun at the seaside now and then? *How can we care for our seashores? *Can we keep safe at the seaside? *Are we Year One ready?
Possible Enrichment Opportunities	Transition-Buddies Harvest Festival Autumn Trail Welcome Assembly! People who help us-visitors When I grow up-dress-up day	Remembrance Day Halloween Diwali World Space Week Guy Fawkes/Bonfire Night Nativity Christmas-theatre visit? Santa Visit	Winter Walk Valentines Day Pancake Day Chinese New Year Food tasting – different cultures TEACH REX? DS Awareness Day (21/3/24)	Chester Zoo visit? World Book Day Mother's Day ? Easter St George's Day Internet Safety Day	Local area visit-pond life Butterflies in the classroom Local garden centre visitor	Seaside Visit/fun day Healthy Eating Week World Environment Day Sports Day Transition
Our Favourite Five (Daily Reads)	Tom and Small Cant Your Sleep Little Bear? Sharing a Shell Giraffe's Cant Dance Wriggle and Roar	The Tiger Who Came to Tea Dragon Poems Owl Babies A Squash and a Squeeze The Family Book	Peace at Last The Gruffalo Christopher Nibble Rumble in the Jungle Elmer	The Smartest Giant in Town What the Ladybird Heard Aliens Love Underpants The Kissing Hand Red Rockets and Rainbow Jelly	Whatever Next Monkey Puzzle Charlie Cook's Favourite Book On a Pirate Ship You Choose	Emma Jane's Aeroplane Today I'm Strong Toys in Space Rainbows Mommy, Mama and Me
Diversity Texts To be read during class assemblies	Black, Asian and Minority Ethnic: So much Astro Girl Lulu's first day Baby goes to market Full, full full of love 15 things not to do with a puppy Jabari jumps Izzy gizmo Little people big dreams books	Cultural Diversity: The big book of families Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns	Neurodiveristy: 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	Physical Disabilities: 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	Different Families: My pirate mums Mt 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	

<p>Literacy - Comprehension</p> <p><i>Coverage/skills across the curriculum and through provision</i></p>	<p>Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Beginning to retell stories. Retell stories related to events through acting/role play. Retelling stories using images / apps. Retelling of stories. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books.</p> <p><i>Actions to retell the story.</i> <i>Story Maps.</i></p>	<p>Retelling stories with the recently introduced vocabulary. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Ensure home reading books match their phonic knowledge. Using recently introduced vocabulary during discussions about stories and during role-play.</p>	<p>Building fluency and understanding. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events.</p> <p><i>Information leaflets about animals in the garden/plants and growing.</i> <i>World Book Day Activities.</i> <i>Timeline of how plants grow.</i></p>	<p>Explaining the stories they have listened to or have read themselves. Retell a story with actions and / or picture prompts as part of a group. Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story. Can draw pictures of characters/event /setting in a story. May include labels, sentences or captions.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary. Can draw pictures of characters/ event / setting in a story. Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions. Fiction and Non- Fiction: Beginning to understand that a non-fiction is a nonstory- it gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>
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<p>Literacy - Word Reading</p>	<p>Linking sounds to letters. Phonic Sounds: RWI Set 1 whole class. Reading: Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall. Help children to read the sounds speedily. Ensure books are consistent with their developing phonic knowledge.</p>	<p>Begin to read words by sound blending. Phonic Sounds: RWI Differentiated groups. Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p>	<p>Introducing di-graphs. Phonic Sounds: RWI Differentiated groups / Ditties. Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’.</p>	<p>Begin to read simple sentences. Phonic Sounds: RWI Differentiated groups. Reading: Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’.</p>	<p>Read and understand simple sentences. Phonic Sounds: RWI Differentiated groups. Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p>	<p>Reading and understanding sentences with fluency including some common exception words. Phonic Sounds: RWI Differentiated groups. Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<p>Literacy – Writing</p> <p>Pathways to Writing</p>	<p>Peace at Last Jill Murphy</p> <p>Key Outcome: To orally retell the story To draw images and write labels to represent the story</p> <p>Skills: Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation.</p>	<p>The Three Little Pigs Mara Alperin</p> <p>Key Outcome: To label a plan and attempt to write a simple Caption</p> <p>Skills: Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation</p>	<p>Let’s all Creep through the Crocodile Creek! Jonny Lambert</p> <p>Key Outcome: To create a story map of the journey and write labels/captions/ sentences describing the crocodiles</p> <p>Skills: Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board. Practising correct letter formation.</p>	<p>The Pirates are Coming! John Condon</p> <p>Key Outcome: To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships</p> <p>Skills: Writing simple sentences. ‘Hold and write a sentence’. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation.</p>	<p>Gigantosaurus by Jonny Duddle</p> <p>Key Outcome: To rewrite the story</p> <p>Skills: Begin to write simple sentences. ‘Hold and write a sentence’. Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation</p>	<p>The Seas Saw by John Percival</p> <p>Key Outcome: To rewrite the story</p> <p>Skills: Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using correct letter formation. 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.</p>

Mathematics	<p>Mathematical experiences: Counting rhymes and songs. Classifying objects based on one attribute. Matching equal and unequal sets. Comparing objects and sets. Subitising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shape recognition.</p> <p>Pattern and early number: Recognise, describe, copy and extend colour and size patterns. Count and represent the numbers 1 to 3. Estimate and check by counting. Recognise numbers in the environment. A number every week 'Number of the week'.</p>	<p>Numbers within 6: Number bonds to 5. Count up to six objects. One more and one fewer. Order numbers 1 to 6. Conservation of numbers within six.</p> <p>Addition and subtraction within 6: Explore zero. Addition and subtraction to 6.</p> <p>Measures: Estimate, order compare, discuss and explore capacity, weight and lengths.</p> <p>Shape and Sorting: Describe, and sort 2-D & 3- D shapes. Describe position.</p> <p>Calendar and Time: Days of the Week. Seasons. Sequencing daily events.</p>	<p>Numbers within 10: Number bonds to 10. Count up to ten objects. Represent, order and explore numbers to ten. One more or fewer, one greater or less. Subitising to 5. Odd numbers and even numbers.</p> <p>Addition and subtraction within 10: Explore addition as counting on and subtraction as taking away.</p> <p>Numbers within 15: Count up to 15 objects and recognise different representations. Order and explore numbers to 15. One more and one fewer.</p>	<p>Numbers within 20: Count up to 10 objects. Represent, order and explore numbers to 20. One more and one fewer. Odd numbers and even numbers.</p> <p>Grouping and Sharing: Counting and sharing in equal groups. Grouping into fives and tens. Relationship between grouping and sharing.</p> <p>Doubling and halving: Doubling. Halving. The relationship between them.</p>	<p>Addition and subtraction within 20: Addition as counting on and subtraction as taking away within 20. Compare 2 amounts recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Shape and Pattern: Describe and sort 2-D and 3-D shapes. Recognise, complete and create patterns.</p> <p>Money: Coin recognition and values. Combinations to total 20p. Change from 10p.</p> <p>Measures: Describe capacities. Compare volumes. Compare weights. Estimate, compare and order lengths.</p>	<p>Have a deep understanding of number to 10, including the composition of each number.</p> <p>Begin to have a depth of numbers within 20: Verbally count beyond 20. Explore numbers and strategies. Recognise and extend patterns. Apply number, shape and measures knowledge. Count forwards and backwards.</p> <p>Numbers beyond 20: One more one less. Estimate and counting. Grouping and sharing. Odd numbers and even numbers.</p> <p>Subitise 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>
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Communication and Language <i>Skills covered through all teaching and provision</i>	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, Jigsaw/PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.					
	Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Individual speech assessment.	Links to festivals children’s experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news.	Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news.	Sustained focus when listening to a story. Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news.	Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end. Sharing Easter holiday news.	Able to talk about own abilities in positive way. 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. Holding conversation in back and forth exchanges with adults and peers. 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. Sharing experiences from their lives using full sentences including use of past, present and future tenses.
Physical Development <i>Additional skills covered through direct teaching and provision</i>	Gross Motor: PE PASSPORT-Fundamental Movement Skills 1 Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.	Gross Motor: PE PASSPORT-Invasion Games Skill 1 Dance-Nursery Rhymes Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes.	Gross Motor: PE PASSPORT-Gymnastics-rocking and rolling Target Games 1 Moving and responding to music	Gross Motor: PE PASSPORT-Stability 2 Dance-Toys Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Gross Motor: PE PASSPORT-GYMNASTICS jumping/landing Striking and Fielding games Obstacle activities children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.	Team games Gross Motor: PE Passport-Athletics 1 Dance-Seasons

	<p>Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym 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.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors.</p>	<p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>Fine Motor: Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym 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 / Draw a cross.</p>	<p>Fine Motor: Holding a pencil effectively in preparation for fluid writing using the tripod grip. Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego. Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
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Personal, Social and Emotional Development	<p>Self-Regulation: Throughout the year children will work towards simple goals, being able to wait to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>* Controlling own feeling and behaviours. * Able to concentrate on a task * Applying personalised strategies to return to a state of calm. * Able to ignore distractions.</p> <p>* Thinking before acting. * Able to curb impulsive behaviours. * Behaving in ways that are socially acceptable. * The ability to persist and persevere.</p> <p><i>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</i> <i>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses.</i></p>					
	<p>Managing Self: New Beginnings. See themselves as a valuable individual. Being me in my world. Class Rule Rules and Routines. Supporting children to build relationships.</p>	<p>Managing Self: Getting on and falling out. How to deal with anger Emotions. Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Managing Self: Good to be me. Feelings. Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.</p>	<p>Managing Self: Relationships. What makes a good friend? Healthy me. Random acts of Kindness. Looking after pets. Looking After our Planet. Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Managing Self: Looking after others. Friendships. Dreams and Goals. Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Managing Self: Taking part in sports day. Winning and losing. Changing me - Look how far I've come!</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>
	<p>Building Relationships: Throughout the year children will work towards forming relationships with the adults and their peers. They will begin to understand how relationships are formed and show an ability to show sensitivity to other's needs. Playing both team games and board games play an important role in the Reception year. This enables the children to understand turn taking and working cooperatively.</p> <p><i>Work and play cooperatively and take turns with others.</i> <i>Form positive attachments to adults and friendships with peers.</i> <i>Show sensitivity to their own and to others' needs.</i></p>					
Jigsaw focus:	<p>JIGSAW: Being Me in My World Piece 1 – Who...Me? Piece 2 – How Am I Feeling Today? Piece 3 – Being at School Piece 4 – Gentle Hands Piece 5 – Our Rights Piece 6 – Our Responsibilities</p>	<p>JIGSAW: Celebrating Differences Piece 1 – What I Am Good At Piece 2 – I'm Special, I'm Me! Piece 3 – Families Piece 4 – Houses and Homes Piece 5 – Making Friends Piece 6 – Standing Up For Yourself</p>	<p>JIGSAW: Dreams and Goals Piece 1 – Challenge Piece 2 – Never Giving Up Piece 3 – Setting a Goal Piece 4 – Obstacles and Support Piece 5 – Flight to the Future Piece 6 – Award Ceremony</p>	<p>JIGSAW: Healthy Me Piece 1 – Everybody's Body! Piece 2 – We Like to Move It, Move it! Piece 3 – Food Glorious Food Piece 4 – Sweet Dreams Piece 5 – Keeping Clean Piece 6 – Stranger Danger</p>	<p>JIGSAW: Relationships Piece 1 – My Family and Me! Piece 2 – Make Friends, Never Ever Break Friends! Part 1 Piece 3 – Make Friends, Never Ever Break Friends! Part 2 Piece 4 – Falling Out and Bullying Part 1 Piece 5 – Falling Out and Bullying Part 2 Piece 6 – Being the Best Friend We Can Be</p>	<p>JIGSAW: Changing Me Piece 1 – My Body Piece 2 – Respecting My Body Piece 3 – Growing Up Piece 4 – Fun and Fears Piece 5 – Fun and Fears Piece 6 – Celebration</p>

<p>Understanding the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World</p>	<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>Past and Present</p> <p>*Who are we taking on our learning journey? <i>All about me, getting to know my class and my new environment, using google maps to find our homes</i></p> <p>*Who is in my family? <i>Family tree, labelling family names</i></p> <p>*What can I learn about my body? <i>Body part labelling, keeping healthy</i></p> <p>*How have I changed? <i>Observing baby pictures, comparing to now, labelling changes,</i></p> <p>*What are my strengths and goals? <i>Reach for the stars display, people who help us visitors, when I grow up...</i></p> <p>*Where do I live? <i>Where is Runcorn? What’s in my local area? Different types of houses</i> How have houses/Runcorn changed over time?</p>	<p>Past and Present</p> <p>*What is bonfire night? <i>Who was Guy Fawkes, fireworks safety, light and dark-nocturnal animals, our senses and how they help us</i></p> <p>*What was the first Christmas story? <i>Nativity story, characters, sequence</i></p> <p>*What different celebrations are there around the world? <i>Christmas around the world, Diwali</i></p>	<p>Past and Present</p> <p>*What is a life cycle? <i>The human life cycle</i></p> <p>*What animal life cycles can we explore? <i>Butterflies, chicks, frogs, types of animals</i></p> <p>*How is New Year in China celebrated? <i>Observe images. Videos, food tasting, celebrating differences</i></p> <p>*Dinosaur or Dragon? <i>Where did dinosaurs come from? Different types of dinosaur, are dragons the same? Different types of dragons?</i></p>	<p>Past and Present</p> <p>*Is the pirate’s life for me? <i>All about pirates, floating sinking,</i></p> <p>*Where do we live in the UK and the world? <i>Finding England on a map, looking at a UK map, world map-land and water.</i></p> <p>*What’s in a map? <i>Map symbols, Maps of how we get to school</i></p> <p>*How can we travel? <i>Different transport, transport over time, including boats-how would we travel to...?</i></p> <p>*What might we find (local habitat vs jungle habitat) <i>local forest vs jungle, animals and their habitats</i></p>	<p>Past and Present</p> <p>*What will we find in the great outdoors? <i>Plants, flowers, trees, mini beasts</i></p> <p>*How can we care for living things? <i>Care and concern for living things. Planting Sunflowers, beans and other flowers, looking after the caterpillars.</i></p> <p>*How and why does our weather change? <i>Seasons, solid and liquids-ice melting, water cycle</i></p> <p>*How has the world changed? <i>Runcorn past and present, technology changes,</i></p>	<p>Past and Present</p> <p>*What’s under the sea? <i>Underwater worlds, sea creatures</i></p> <p>*How can we have fun at the seaside now and then? <i>Magic Grandad, observing changes over time, entertainment at the seaside now and then, labelling seaside landscapes</i></p> <p>*How can we care for our seashores? <i>Recycling, caring for the environment</i></p> <p>*Can we keep safe at the seaside? <i>Water safety, stranger danger, sun safety</i></p> <p>*Are we Year One ready? How have we grown this year? <i>Meeting our new teacher, questions and worries, feeling proud, Weston Awards</i></p>
	<p>People, Culture and Communities</p> <p>Discrete Teaching</p>	<p>How and why do we celebrate? In this unit pupils will learn about different celebrations across three of the world’s major religions – Christianity, Hinduism and Islam. They will begin to understand the important religious events for these religions. They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future.</p>		<p>Special Stories In this unit pupils will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways.</p>		<p>Special Places: What is special about our world? In this unit children will be encouraged to experience the natural world and explain why it is special. They will learn that many religious people believe that the world was created and designed by God. They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation.</p>
<p>Expressive Arts and</p>	<p>Creating with Materials:</p> <p><i>Drawing: Marvellous Marks-</i></p>	<p>Creating with Materials:</p> <p><i>Seasonal Crafts: Autumn Focus-</i> Designing and making Autumn Wreaths using natural objects.</p>	<p>Creating with Materials:</p> <p><i>Painting and Mixed Media: Painting My World</i></p>	<p>Creating with Materials:</p> <p><i>Seasonal Crafts: Easter Egg Crafts-</i> Applying skills in threading wool, while making choices about patterns and</p>	<p>Creating with Materials:</p> <p><i>Sculpture and 3D: Creation Station</i> Children to explore sculptural qualities of malleable materials and natural</p>	<p>Creating with Materials:</p> <p>*sea creature creations</p>

<p>Design</p> <p><i>Taught/enhancement opportunities in line with weekly questions</i></p>	<p>Exploring mark making through drawing using different materials – Wax crayon, Felt tips, Chalks and pencil. Beginning to draw from observation using faces and self-portrait stimulus. Artist Focus – Vincent Van Gogh, Julian Opie, Helen Frankenthaler</p> <p>*DT aspect-design and make a home for the 3 Little Pigs-Junk Modelling Kapow (6 lessons)</p>	<p>Exploring colour and pattern to create individual designs. Artist Focus – Andy Goldsworthy Seasonal Craft: Christmas Crafts- Manipulating salt dough and using a range of tools to create a Christmas decorations.</p>	<p>Exploring paint and painting techniques through nature, music and collaborative work. Children to make collages and transient art. Artist Focus – Megan Coyle or Mark Rothko</p>	<p>colours to create hanging Easter decorations Artist Focus – Yayoi Kusama</p> <p>DT aspect: *Making boats for floating/sinking- Kapow (6 lessons)</p>	<p>objects; developing the use of tools and joining techniques; designing and making clay animal sculptures. Artist Focus – Julie Wilson (sculptures)</p>	<p>*Seaside landscapes (transient art) *Beach textures – (Painting, Printing, Collage) sandcastles</p> <p>*DT Aspect: Seaside snacks Bookmarks-Kapow (6 lessons)</p>
<p>Expressive Arts and Design</p> <p><i>Ongoing through provision</i></p>	<p>Being Imaginative and Expressive:</p> <p>*Role Play-home corner, puppets, thematic role play, small world, story telling *Nativity *Daily Singing *Exploring sounds *additional arts/crafts within provision</p> <p>Charanga-Action Songs “Me!” *Listening and responding to different styles of music *Embedding foundations of the interrelated dimensions of music *Learning to sing or sing along with nursery rhymes and action songs *Improvising leading to playing classroom instruments *Share and perform the learning that has taken place</p>	<p>Being Imaginative and Expressive:</p> <p>*Role Play-home corner, puppets, thematic role play, small world, story telling *Nativity *Daily Singing *Exploring sounds *additional arts/crafts within provision</p> <p>Charanga-My Stories *Listening and responding to different styles of music *Embedding foundations of the interrelated dimensions of music *Learning to sing or sing along with nursery rhymes and action songs *Improvising leading to playing classroom instruments *Share and perform the learning that has taken place</p>	<p>Being Imaginative and Expressive:</p> <p>*Role Play-home corner, puppets, thematic role play, small world, story telling *Daily Singing *additional arts/crafts within provision</p> <p>Charanga- Everyone *Listening and responding to different styles of music *Embedding foundations of the interrelated dimensions of music *Learning to sing or sing along with nursery rhymes and action songs *Improvising leading to playing classroom instruments *Singing and learning to play instruments within a song *Share and perform the learning that has taken place</p>	<p>Being Imaginative and Expressive:</p> <p>*Role Play-home corner, puppets, thematic role play, small world, story telling *Daily Singing *additional arts/crafts within provision</p> <p>Charanga-Our World *Listening and responding to different styles of music *Embedding foundations of the interrelated dimensions of music *Learning to sing or sing along with nursery rhymes and action songs *Improvising leading to playing classroom instruments *Singing and learning to play instruments within a song *Share and perform the learning that has taken place</p>	<p>Being Imaginative and Expressive:</p> <p>*Role Play-home corner, puppets, thematic role play, small world, story telling *Daily Singing *additional arts/crafts within provision</p> <p>Charanga-Big Bear Funk *Listening and appraising Funk music *Embedding foundations of the interrelated dimensions of music using voices and instruments *Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs *Playing instruments within the song *Improvisation using voices and instruments *Riff-based composition *Share and perform the learning that has taken place</p>	<p>Being Imaginative and Expressive:</p> <p>*Role Play-home corner, puppets, thematic role play, small world, story telling *Daily Singing *additional arts/crafts within provision</p> <p>Charanga- Reflect, rewind and replay *Listen and Appraise *Continue to embed the foundations of the interrelated dimensions of music using voices and instruments *Sing and revisit nursery rhymes and action songs *Play instruments within the song Improvisation using voices and instruments *Riff-based composition *Share and perform the learning that has taken place</p>

SMSC Key Messages: through class assemblies/stories	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.	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.	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.	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.	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.	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.
Assessment	National Reception Baseline Assessment (RBA) Observations on Seesaw	Observations on Seesaw RWI assessment Pupil progress meetings In-house moderation EYFS team meetings	Observations on Seesaw RWI assessment Maths assessment Pupil progress meetings In-house moderation EYFS team meetings	GLD predictions Observations on Seesaw RWI assessment Pupil progress meetings In-house moderation EYFS team meetings	Observations on Seesaw RWI assessment Pupil progress meetings In-house moderation EYFS team meetings	Observations on Seesaw End of Year Data submitted



Weston Primary School
Reception
Early Learning Goals



<p>ELG: Listening, Attention and Understanding</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 backand-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and oneto-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, nonfiction, 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</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>ELG: Managing Self</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>ELG: Building Relationships</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>ELG: Gross Motor Skills</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>ELG: Fine Motor Skills</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>ELG: Comprehension</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>ELG: Word Reading</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>ELG: Writing</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>ELG: Number</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>ELG: Numerical Patterns</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. 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</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>ELG: People, Culture and Communities</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>ELG: The Natural World</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>ELG: Creating with Materials</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>ELG: Being Imaginative and Expressive</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>
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