

Reception Long Term Plan Overview 2024-25

We believe that a relevant, purposeful and exciting curriculum will allow for children's natural creativity and curiosity to flourish. We know that active learning through play is vital and therefore we are flexible and responsive in our approach to teaching the curriculum. We think carefully about the 'diet' that our children need at Old Town and plan our curriculum around topics and themes that we believe will interest and engage them. We know that children learn best when experiences are first-hand and linked to their interests, so we take time to get to know our children and to identify what intrigues and engages them.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Magical Me	Let's Celebrate	All Aboard	Let's Get Cracking	Land of Make Believe	All Creatures Great and Small
Key Events and Themes	<ul style="list-style-type: none"> - Settling in - Getting to know each other - Ourselves - My Family - Personalising our classrooms 	<ul style="list-style-type: none"> -Why/what we celebrate throughout the year -Seasons -Christmas 	<ul style="list-style-type: none"> -Our Local Area -London -Exploring other countries and cultures 	<ul style="list-style-type: none"> -Creating nests to protect eggs -Dinosaurs -World Book Day 	<ul style="list-style-type: none"> - Fairy Tales - Health Week - Sports Day 	<ul style="list-style-type: none"> - Minibeasts -Pets -Farm Animals -Wild Animals -Sea Creatures
Celebrations and Festivals	<ul style="list-style-type: none"> * Harvest Festival * Halloween 	<ul style="list-style-type: none"> * Bonfire Night * Remembrance Sunday * Diwali * Christmas 	<ul style="list-style-type: none"> * Chinese New Year * Valentine's Day 	<ul style="list-style-type: none"> * Shrove Tuesday * Mother's Day * Easter 	<ul style="list-style-type: none"> * Earth Day * Eid 	<ul style="list-style-type: none"> * Harry Paye Day * Father's Day

We find that children learn best when we dedicate an extended period focused on a particular book. Therefore, we have at least one focus book every half term. To ensure that children experience a range of different texts and language, we introduce other fiction and non-fiction books throughout the year as appropriate

Focus Texts	<ul style="list-style-type: none"> Super Duper You Paper Dolls 	<ul style="list-style-type: none"> Meet the Weather You Must Wear a Hat 	<ul style="list-style-type: none"> The Naughty Bus My Granny Went to Market 	<ul style="list-style-type: none"> Dear Dinosaur Stomp, Chomp, Big Roars, Here Come the Dinosaurs! 	<ul style="list-style-type: none"> Jack and the Beanstalk Goldilocks and the Three Bears The Three Billy Goats Gruff 	<ul style="list-style-type: none"> The Very Hungry Caterpillar Kipper's New Pet What the Ladybird Heard Handa's Surprise
Supporting Texts	<ul style="list-style-type: none"> All Are Welcome 	<ul style="list-style-type: none"> After the Storm One Springy Day One Snowy Night 	<ul style="list-style-type: none"> Zim Zam Zoom 	<ul style="list-style-type: none"> Dinosaur Roar 10 Little Dinosaurs Non-Fiction Dinosaur texts 	<ul style="list-style-type: none"> Once Upon a Time First Book of Fairy Tales 	<ul style="list-style-type: none"> Non-Fiction animals texts
Real Life Experiences	<ul style="list-style-type: none"> Making new friends in Reception Getting to know key staff at school 	<ul style="list-style-type: none"> Pantomime Trip Visit from Father Christmas 	<ul style="list-style-type: none"> Observations of our local area 	<ul style="list-style-type: none"> World Book Day Author Focus Week – Eric Carle EYFS Pancake Day Race 	<ul style="list-style-type: none"> Making healthy snacks during Health Week 	<ul style="list-style-type: none"> EYFS Sports Day Various pet visitors!

	Exploring our school	Reception Nativity Show Christmas Party				
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Your child will be learning through the statutory **Early Years Foundation Stage** curriculum, from which we plan and assess what they can do. The EYFS curriculum enables children to acquire new skills and knowledge and to demonstrate their understanding through **7 areas of learning and development**.

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

<p>The first 3 areas are described as prime areas:</p> <ul style="list-style-type: none"> • Communication and Language • Physical Development • Personal, Social and Emotional Development <p>These prime areas are those most essential for your child's healthy development and future learning.</p>	<p>As children grow, the prime areas will help them to develop skills in 4 specific areas:</p> <ul style="list-style-type: none"> • Literacy • Mathematics • Understanding the World • Expressive Arts and Design
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Prime Areas of Learning	
Communication and Language (CL)	<ul style="list-style-type: none"> • 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.
Personal, Social and Emotional Development (PSED)	<ul style="list-style-type: none"> • Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.
Physical Development (PD)	<ul style="list-style-type: none"> • Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating

	<p>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.</p>
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Specific Areas of Learning	
Literacy (L)	<ul style="list-style-type: none"> It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).
Mathematics (M)	<ul style="list-style-type: none"> 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.
Understanding the World (UTW)	<ul style="list-style-type: none"> 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.
Expressive Arts and Design (EAD)	<ul style="list-style-type: none"> 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.