

South Hill Primary School Reception Long Term Plan 23-24



School Vision

All pupils at South Hill flourish through a nurturing environment, which builds confidence and resilience and a lifelong love of learning.

Early Years Vision

Children in Early Years are valued as unique individuals.

The stimulating environment is enhanced to reflect their interests.

Our Early Years provision develops the building blocks in learning in preparation for Year 1.

Statutory National Education Programmes

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>
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>
Physical Development	<p>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.</p>
Literacy	<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. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>
Mathematics	<p>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.</p>
Understanding the World	<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>
Expressive Arts and Design	<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>

Curriculum – Early Years Statutory Curriculum, Birth to Three, Development Matters,

EYFS LTP

Overarching theme per term and potential learning opportunities in 7 AOLs. Children’s ideas are gathered and incorporated into termly and weekly planning, indoors and outdoors.

Overarching broad theme suggestions	Autumn 1 All About Me	Autumn 2 Twinkly Lights and Gloomy Nights	Spring 1 Fantastic Food	Spring 2 Superheroes	Summer 1 Once Upon a Time	Summer 2 All Creatures Great and Small
Subthemes (Subthemes and themes are outlines of possible lines of exploration and are adapted regularly according to children’s needs and interests.)	Starting school Zones of regulation Me and my family My Body Harvest Autumn	Diwali Fireworks night Black History Week Road safety The Nativity Christmas	Chinese New Year Healthy Eating – Nurse Oral Hygiene - Dentists Food around the world Changes of state Winter	Eid Super heroes Community heroes Recycling Spring Book Week Easter	Traditional Tales Story writing Map making Based around a variety of texts	Life cycles Mini beasts Animals and babies Summer Growing Up, Moving On
Schemes Maths PSHE RE Music	Maths - Herts Essentials - See LTP PSHE – Daily circle times focussing on class and school rules, the zones of Regulation and the South Hill Way Discovery RE – What makes people special? Music -I've got a grumpy face -School Harvest songs	Maths - Herts Essentials - See LTP PSHE – The Friendship Project Discovery RE What is Christmas? Music - singing and performing the Nativity	Maths - Herts Essentials - See LTP PSHE – No Outsiders Discovery RE - How do people celebrate? Music Shake My Sillies Out	Maths - Herts Essentials - See LTP PSHE – No Outsiders Discovery RE - What is Easter? Music Sorcerers Apprentice	Maths - Herts Essentials - See LTP PSHE – Picture News Discovery RE –What can we learn from stories Music Lessons from specialist- playing and composing	Maths - Herts Essentials - See LTP PSHE – Picture News Transition activities about and with Year 1. Discovery RE- What makes places special? Music Lessons from specialist- playing and composing
Key Texts – change and adapt according to children’s interests (texts in bold promote diversity, but are not the only books in class that promote diversity)	In every house on every street Meesha makes friends When I was a child When I was young Martha maps it out Let’s go for a walk Jo-Jo and Grandad The Leaf Thief	Deepak’s Diwali Look Up The Owl Who was Afraid of the Dark Where’s My Teddy? Jolly Christmas Postman The Christmas Story Everybody’s welcome Mommy, Mama and Me Blue Chameleon	Elmer in the snow Oliver’s Vegetables The Very Hungry Caterpillar Supertato The Tiger Who Came to Tea Chinese New Year My world, your world	My Muslim Life Michael Recycle Dear Earth Super Daisy and the Foil of Pea Planet A Superhero Like You Superworm Life of a cardboard box My Mum is a Supermum Super Satya saves the day	Handa’s Surprise The Little Red Hen Jack and the Beanstalk The Gingerbread Man Rapunzel by Rachel Isadora The Orphan: A Cinderella story Goldy Luck and the three Pandas	And Penguin Makes Three Non Fiction Life Cycle Books Farmer Duck Giraffes Can’t Dance Rumble in the Jungle The Lion Inside The Koala who could The squirrels who squabbled

Artist of the Half Term	Me – self portraits The Dot	Hokusai - The Great Wave	Guiseppe Archimboldo	Matisse the Snail – IT pictures	Whole school art week	Van Gogh Sunflowers
Wow Moments	Harvest Festival Meet our buddies Forest Schools	Visit from Lollipop Man Make decorations for church Christmas tree with Y 6 Walk to Church to decorate tree EYFS Nativity Forest Schools	Making food T in E Workshops – Wild West Tiger Tea Party with Parents Forest Schools	Local walk- Litter picking Easter Bunny Visits Forest Schools Planting beans in Forest Schools	Fairytale Castle Activities Day Making gingerbread men Forest Schools Class assembly	Planting Sunflowers Mead Open Farm Trip Forest Schools New class and teacher visits Sports Day
Key Vocab (including but not limited to)	family, friends, special, community, growing, change, unique, emotions, feelings, respect, festive, Harvest, hear, smell, see, touch, taste, small, medium, large	Christmas, Christian, celebration, nocturnal, diurnal, hibernate, habitat, light, dark, safety, festival, Hindu, Diwali, advent	Culture, tradition, Lunar/Chinese New Year, Kung Hei Fat Choy, allergic reaction, food groups, healthy, moderation	Superhero, strength, power, extraordinary, significant, role model, heroine, generous, admire, determination, community, inspiration	Once upon a time, long ago, prince, princess, curse, evil, wizard, queen, happily ever after, palace, castle,	Growths, life cycle, changing, chrysalis, metamorphosis, vertebrate, reptile, fish, mammal, habitat, wild, pet, zoo, farm
Assessment Ops	Statutory Baseline Assessment School Baseline Assessment RWI baseline RWI Half Termly assessment Tapestry Observations	RWI assessments Termly teacher assessments Parents Evening Reading Tracker In house moderation Moderation	RWI assessments Reading Tracker Tapestry Observations	RWI assessments Termly teacher assessments Parents Evening Reading Tracker Tapestry Observations Moderation	RWI assessments Reading Tracker Tapestry Observations Moderation	RWI assessments Termly teacher assessments Reading Tracker Tapestry Observations Early Learning Goals Reports
Interventions Toolkit (used, amended and adapted through the year as indicated by assessments)	Wellcomm, Communication Circle, Bucket time, Sound Blending, Sound Recognition, Dough Disco, Speech sounds, Sensory Circuits, Makaton, Visual prompts, Basic Number Skills.					