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| **Reception - Long Term Outcomes Overview**  **2023 to 2024** | | | | | | | | | | | | | |  | |
| **Age Related Expectations** *\* Teaching and learning to be differentiated through short term planning, driven by assessment*  *Consolidation and revisit of key skills, knowledge and understanding through continuous and enhanced provision* | | | | | | | | | | | | | | | |
|  | | **Autumn 1** | | | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | | |
| **Planning around a quality text:**  *To be chosen following children’s interests.* | | Gradual Admission & Settling In Time | **Oh Dear Geoffrey**  **Jungle non-fiction – Recount**  **Down in the Jungle** | | **Norman the slug with a Silly Shell**  **Minibeast non-fiction book**  **Celebrations** | | **The Three Little Pigs**  **Farm animals’ non-fiction**  **Down on the Farm** | | **Billy and the Beast**  **Recipe book**  **How does your garden grow?** | | **Jack and the Beanstalk**  **Non fiction – planting and growing**  **Dinosaurs** | | **The Baby that Roared**  **Human life cycle – Non fiction**  **Under the sea.** | | |
| **ADDITIONAL TEXTS:** Enjoyment for reading  Fiction & Non-fiction | |  | | |  | | Farm trip | | Poynton Fruit Farm | | **Dinosaur non-fiction books** | | **Pirate non-fiction books** | | |
| **Enrichments**  **Trips/Visitors** | | **Autumn walk.**  **Diwali celebration.**  **Zoo?** | | | **Christmas celebration.** | | **Farm trip**  **Farm animal visit** | | **Chinese new year celebrations.**  **Mr Lawlor Chinese lion dancing.**  **Spring walk**  **Caterpillars**  **Cooking** | | **Fossil hunting.**  **Living eggs** | | **Pirate Pete visit. (Simon)**  **Trip – Sea life centre.** | | |
| **Role Play Indoors &**  **Outdoors** | |  | | | | |  | | | |  | | | | |
| **PRIME ARES OF LEARNING** | **PSE** | * See themselves as a valuable individual. * Build constructive and respectful relationships. * Manage their own needs. | | | | | * Show resilience and perseverance in the face of challenge. * Identify and moderate their own feelings socially and emotionally. | | | | * Express their feelings and consider the feelings of others. * Think about the perspectives of others. | | | | |
| **CL** | * Understand how to listen carefully and why listening is important * Learn new vocabulary. * Develop social phrases * Engage in storytimes. * Listen carefully to rhymes and songs, paying attention to how they sound. * Engage in non-fiction books. | | | | | * Use new vocabulary through the day * Ask questions to find out more and to check they understand what has been said to them. * Describe events in some detail * Listen to and talk about stories to build familiarity and understanding. * Learn rhymes, poems and songs | | | | * Articulate their ideas and thoughts in well-formed sentences. * Connect one idea or action to another using a range of connectives. * Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. * Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words * Use new vocabulary in different contexts. * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | | | |
| **PD** | * Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing * Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor * Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine - being a safe pedestrian * Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene | | | | | * Progress towards a more fluent style of moving, with developing control and grace. * Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. * Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility | | | | * Combine different movements with ease and fluency. * Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. * Develop the foundations of a handwriting style which is fast, accurate and efficient | | | | |
|  | **Phonics**  RWI | **Teach set 1 single letter sound.**  Teach children to blend sounds into words orally  Read Sound blending books 1-10 | | | | | **Review Set 1 single sounds. Focus on Set 1 Special Friends.** Teach speedy green story words. Read Red Ditty books 1-10 (and ditty worksheets 1-10 if necessary) | | | | **Teach set 2 sounds**  Teach speedy green story words  Teach red words.Read green, then purple storybooks | | | | |
| **SPECIFIIC AREAS OF LEARNING**      **SPECIFIC AREAS OF LEARNING** | **Literacy**  Reading  Writing | * Read individual letters by saying the sounds for them * Blend sounds into words, so that they can read short words made up of known letter– sound correspondences * Form lower-case and capital letters correctly | | | | | * Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. * Spell words by identifying the sounds and then writing the sound with letter/s. * Read a few common exception words matched to the school’s phonic programme | | | | * Read some letter groups that each represent one sound and say sounds for them. * Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. * Write short sentences with words with known sound-letter correspondences using a capital letter and full stop * Re-read what they have written to check that it makes sense. | | | | |
| **Mathematics** | * Have a deep understanding of number to 10, including the composition of each number. * Subitise (recognise quantities without counting) up to 5. * 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. * 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 | | | | | * Have a deep understanding of number to 10, including the composition of each number. * Subitise (recognise quantities without counting) up to 5. * 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. * 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. | | | | * Have a deep understanding of number to 10, including the composition of each number. * Verbally count beyond 20, recognising the pattern of the counting system. * Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.   Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. | | | | |
| **UW** | **HISTORY GEOGRAPHY SCIENCE ICT MFL**   * Talk about members of their immediate family and community. * Name and describe people who are familiar to them. * Comment on images of familiar situations in the past. * Understand that some places are special to members of their community * Recognise that people have different beliefs and celebrate special times in different ways. * Explore the natural world around them. * Describe what they see, hear and feel whilst outside * To be able to greet and hold a simple and short conversation in Spanish | | | | | **HISTORY GEOGRAPHY SCIENCE ICT MFL**   * Explore the natural world around them. * Describe what they see, hear and feel whilst outside. * Understand the effect of changing seasons on the natural world around them. * Recognise that people have different beliefs and celebrate special times in different ways. * To be able to greet and hold a simple and short conversation in Spanish * To learn 10 colours and count from 1-10 in Spanish. | | | | **HISTORY GEOGRAPHY SCIENCE ICT MFL**   * Compare and contrast characters from stories, including figures from the past. * Draw information from a simple map. * Recognise some similarities and differences between life in this country and life in other countries. * Recognise some environments that are different to the one in which they live. * To learn 10 colours and count from 1-10 in Spanish. * To learn 7 modes of transport in Spanish | | | | |
| **EAD** | **MUSIC ART DESIGN**   * Watch and talk about dance and performance art, expressing their feelings and responses * Develop storylines in their pretend play. | | | | | **MUSIC ART DESIGN**   * Listen attentively, move to and talk about music, expressing their feelings and responses * Sing in a group or on their own, increasingly matching the pitch and following the melody. * Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills | | | | **MUSIC ART DESIGN**   * Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills * Explore and engage in music making and dance, performing solo or in groups | | | | |
| **Calendar of Events** | | **Sept:** | | **Oct:** | **Nov:** | **Dec:** | **Jan:** | **Feb:** | **Mar:** | **Apr:** | **May:** | **June:** | | | **July:** |  |

**EVALUATION**

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| **Autumn 1** | **Autumn 2** |
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| **Spring 1** | **Spring 2** |
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| **Summer 1** | **Summer 2** |
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