

Reception Long Term Plan-Kenley Primary School 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Possible themes/ trips/ activities All themes may be adapted at various points to allow for children's interests to flow through the provision.</p> <p>Theme in yellow taught every year. Themes in green suggested for children's interests</p>	<p>RBA/Settling in/Feelings/All about me/Harvest/Black History</p> <p>12th Sept-20th October 2022</p>	<p>Firework Safety/Diwali/Remembrance Day/Autumn/Christmas/Anti-Bullying/Road Safety/Polar animals</p> <p>31st October-16th December 2022</p>	<p>Traditional tales/Story Telling/Chinese New Year Dinosaurs</p> <p>4th January -10th February 2023</p>	<p>Pancake Day/Easter/Spring/World Book Day/Science Week/People who help us/Teeth hygiene/Vets</p> <p>20st February-31st March 2023</p>	<p>Minibeasts/Animals Shapes</p> <p>18th April-26th May 2023</p>	<p>Summer/Dojo Theme/Under the sea</p> <p>6th June-21st July 2023</p>

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 solve problems and reach conclusions.

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.

<p>Possible texts and poems-enriching C&L and linking to topics and themes. To be changed or additional texts used to allow for children's interests.</p>	<p>The Rainbow Fish Ruby's Worry What makes me a me? Falling apples- Poetry basket A basket of apples- Poetry basket The Little Red Hen-Harvest The Literacy Curriculum themes</p>	<p>Rama and Sita-Diwali Leaves Falling-Autumn Where the poppies now grow- Remembrance day A day to remember Nativity/Christmas story The Jolly Christmas Postman How the Grinch stole Christmas? The Literacy Curriculum themes</p>	<p>The great race- Chinese New Year The Gingerbread Man Goldilocks and the three bears The Ugly Duckling The gigantic turnip-POR Dinosaurs love underpants Tigers The Literacy Curriculum themes</p>	<p>Pancakes- Poetry Basket Mr Wolfs pancakes The tiny seed Oliver's vegetables Jaspers beanstalk Easter story The odd egg The night before Easter The Literacy Curriculum themes</p>	<p>The Very Hungry Caterpillar Agghh Spider! Super worm First Fabulous facts- minibeasts Mad about minibeasts Under a stone- Poetry basket The Literacy Curriculum themes</p>	<p>P is for passport The Journey At the beach Billy's bucket The coral kingdom Tiddler Dougal's deep-sea diary The Literacy Curriculum themes</p>
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Communication and Language: 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 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 the adults in the class, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

3 prime areas of learning and development	Communication and Language EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, stories, singing, show and tell opportunities, poetry basket resources and speech and language interventions.	Settling in activities Making friends Children talking about experiences that are familiar to them What are your goals / dreams? This is me! Sharing facts about me! Shared story time Model talk routines through the day. For example, arriving in school: "Good morning, how are you today?" Register time. Poetry basket- develop language relating to harvest Rhymes- Read write inc- masdt, inpgo	Settling in activities Show and tell Develop vocabulary Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Take part in discussion/share news Understand how to listen carefully and why listening is important. Use new vocabulary through the day. – (some topic related) Choose books that will develop their vocabulary- promote higher tier words. Poetry basket- develop language relating to Autumn Rhymes- Read write inc- ckub, felhsh	Show and tell Using language well to ask how and why questions... Take part in discussion/share news Retell a story with story language Story invention – Helicopter stories 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. Use familiar stories and encourage children to repeat particular story language. Use new vocabulary through the day. – (some topic related) Choose books that will develop their vocabulary- promote higher tier words. Rhymes- Read write inc- r j v y w th	Show and tell Takes part in discussion/share news Describe events in detail – time connectives- Mr wolfs pancakes/The tiny seed Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object or character: "What colour is it? Where would you find it? How do you think they may feel? Sustained focus when listening to a story Use new vocabulary through the day. – (some topic related) Choose books that will develop their vocabulary- promote higher tier words. Rhymes- Read write inc- z ch nk ng x qu	Show and tell Takes part in discussion/share news Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Use new vocabulary through the day. – (some topic related) Choose books that will develop their vocabulary- promote higher tier words. Rhymes- Read write inc- ay, ee, igh, ow, oo	Show and tell Takes part in discussion/share news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic- for example going to the seaside- do children have experience of this? Select books containing photographs and pictures, for example, seaside resorts, holidays, beaches. Rhymes- Read write inc- oo, ar, or, air, ir
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Personal, social and emotional: 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 peacefully. These attributes will provide a secure platform from which **children can achieve at school and in later life**.

3 prime areas of learning and development	Personal, Social and Emotional Development Managing self Self-regulation ADDITIONAL PLANNING IN PLACE FROM AUTUMN 1	Welcome to Reception! Classroom routines and rules Support children in making friends Settling in activities Getting to know each other Children talking about experiences that are familiar to them Dreams and goals Seeing themselves as valuable individuals	Express own feelings and consider other people's feelings Managing emotions Promote self-confidence Build respectful relationships Bonfire night safety-Why we should be careful Think about other cultures and their perspectives- Diwali-The Hindu faith	Taking turns-develop social and emotional feelings Show resilience and Perseverance-Class dojo and class challenges Celebrating our differences Think about other peoples perspectives-Chinese tradition Model strategies to stay calm when frustrated. Talk about why it is important to take turns, be polite and have patience.	Show resilience and Perseverance-Class dojo and class challenges-relating to topics Think about others perspectives- Easter story Managing their own needs-making good choices Model strategies to stay calm when frustrated. Talk about why it is important to take turns, be polite and have patience.	Promote positive behaviour Show resilience and Perseverance-Class dojo and class challenges-relating to topics Think about others perspectives- Looking after others Our dreams and goals-interests Show resilience when faced with a challenge.	Taking part in sports day Winning and loosing Transition to year 1 Discuss how they could help next year's Reception class. Managing their own needs-independence Promote positive behaviour Look at my achievements Making good choices- New start Year 1
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Physical Development: 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 support from adults, allow children to develop **proficiency, control and confidence**.

3 prime areas of learning and development	Physical Development Fine Motor Gross Motor	Bfree PE lessons revising and refining fundamental movement skills. Managing own personal hygiene Pencil control: Following patterns, using small tools and learning to write own name with focus on Read Write Inc- masdt, inppo	Bfree PE lessons Obstacle courses for climbing, jumping, rolling, crawling Diwali- Dancing Learn to write own name Pencil control: Letter formation- with focus on Read Write Inc- ckub, felhsh	Bfree PE lessons Chinese new year-Dancing Pencil control: Letter formation focus on Read Write Inc- r j v y w th Develop a handwriting style which is beginning to become fast and accurate.	Bfree PE lessons Share knowledge of factors that support our health and well-being, teeth brushing, sleep, screen time Pencil control: Letter formation focus on Read Write Inc- z ch nk ng x qu	Bfree PE lessons Healthy eating and further develop skills to manage school Pencil control: Letter formations focus on Read Write Inc- re-cap set 1 and revise. Introduce set 2 digraphs- ay, ee, igh, ow, oo	Sports day practise Safety in the sun Pencil control: Letter formation focus on Read Write Inc- Set 2 digraphs- oo, ar, or, air, ir
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Links to future Learning PSHE						
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Literacy: 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)

4 specific areas of learning and development	Literacy Comprehension	Recognising own name Read Write inc Phonics- Rhymes and recognise initial sounds Individual readers, fundamentals of books- how to hold a book, how to read a book, telling stories through pictures- What is happening in the story? Pictures? Environment print- what do you notice around you? Having a favourite story/rhyme.	Recognising own name Read Write inc Phonics- Rhymes and recognise initial sounds Individual readers how to hold a book, telling stories through pictures- What is happening in the story? Pictures? Do they know other stories that are similar? Joining in with rhymes and showing an interest in stories with repeated refrains. Sequencing familiar stories through the use of pictures to tell the story. Retell stories related to events through acting/role play. Christmas letters/lists. Enjoys an increasing range of books	Stories from other cultures and traditions Read Write inc Phonics- Rhymes and recognise initial sounds Individual readers-telling stories through pictures- What is happening in the story? Pictures? Can children predict the ending? Do they know other stories that are similar? Engage in extended conversations about stories, learning new vocabulary. Sequence story – use vocabulary of beginning, middle and end. Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making.	Information leaflets about health and hygiene Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day- sharing reasons for their favourite stories. 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	Use knowledge and facts to explain understanding about minibeasts and animals. 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. Role play area – book characters/ own experiences	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 Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, synopsis, illustration, illustrator, author and title. Sort books into categories.
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4 specific areas of learning and development	Literacy Word Reading RWI ASSESSMENTS AFTER EVERY 6 WEEKS FROM AUTUMN 2/SPRING 1	Read Write inc Phonics- Green cards segmenting and blending- m,a,s,d,t ,i,n,p,g,o Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Help children to read the sounds speedily. Make the books available for children to share at school and at home. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge	Read Write inc Phonics- Green cards segmenting and blending- c,k,u,b, f,e,l,h,sh Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to RWI. Help children to read the sounds speedily. Make the books available for children to share at school and at home. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge 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.	Read Write inc Phonics- Green cards segmenting and blending- r, j,v,y,w,th Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. GROUP CHILDREN ACROSS EYFS-KS1 FOR PHONICS 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. Make the books available for children to share at school and at home. Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge. Spotting diagraphs taught in words. Differentiated groups / Ditties Rhyming strings, common theme in traditional tales, identifying characters and settings.	Read Write inc Phonics- Green cards segmenting and blending- z, ch, nk, ng, x, qu Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read an increasing amount of common exception words matched to RWI. Listen to children read some longer words made up of letter-sound correspondences.	Read Write inc Phonics- Green cards segmenting and blending- ay, ee, igh, ow, oo Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read an increasing amount of common exception words matched to RWI. Non-fiction texts, blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.	Read Write inc Phonics- Green cards segmenting and blending- oo, ar or, air, ir Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read an increasing amount of common exception words matched to RWI. Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff
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4 specific areas of learning and development	Literacy Writing	Recognising own name Read Write inc Phonics-Rhyme Label characters Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images.	Copy own name Read Write inc Phonics-Rhyme Label Characters-Diwali characters- Rama and Sita Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Difference between fiction and non-fiction Sequencing pictures from familiar stories Christmas cards/letters to santa Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, Help children identify the sound that is tricky to spell. Sequence the story –Rama and Sita/Christmas story	Write first name without aid Re-tell The story of The great race. Who won and why? Who would you like to win? CVC words / simple sentence writing using high frequency words Reordering fairy stories Story mapping/Storyboards Wanted/missing posters Develop writing simple sentences using phonic knowledge and known high frequency words.	Write whole name without aid Mr. Wolfs pancakes – retell parts of the story / repeated refrains / speech bubbles Health and hygiene – teeth Fact files- simple sentences Creating own story writing simple sentences. Order the Easter story. Labels and captions – Character descriptions. Write 2 sentences	Write my name isand whole name Use non-fiction books to find answers to our questions Make a class non-fiction book Report about the animals Describe each animals 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. Beginning to use full stops, capital letters and finger spaces.	Write my name is whole name and I am feeling. Seaside poetry Message in a bottle My favourite memory of Re Write a postcard / diary writing My Holiday – recount Story writing, writing sentences using a range of tricky words that are spelt correctly. Continue to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Write three sentences with a beginning, middle and an end.
	Phonics	Set 1 – m,a,s,d,t, i,n,p,g,o Re-cap	Set 1 – c,k,u,b, f,e,l,h,sh Re-cap	Set 1 – r, j,v,y,w,th Re-cap Differentiated groups / Ditties GROUPED ACROSS EYFS/KS1	Set 1 – z, ch, nk, ng, x, qu Re-cap Differentiated groups / Ditties GROUPED ACROSS EYFS/KS1	Set 2- ay, ee, igh, ow, oo Re-cap Differentiated groups / Ditties GROUPED ACROSS EYFS/KS1	Set 2- oo, ar or, air, ir Re-cap Differentiated groups / Ditties GROUPED ACROSS EYFS/KS1

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Mathematics: 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.

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Mathematics	Early mathematical experiences	Numbers within 6	Numbers within 10	Grouping and sharing	Shape and pattern	Depth of numbers within 20
	Counting rhymes Counting aloud recite numbers past 5 Fast number recognition up to 3 objects without counting (subitising) correspondence when counting objects and know the last number reached is the total (cardinal principle) Matching equal and unequal sets Comparing objects and sets. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes. - talk about and explore and use mathematical language to describe them. Estimate and check by counting. Pattern and early number Recognise, describe, copy and extend colour and size patterns Recognise numbers in the environment. Extend and create ABAB patterns (Harvest topic) Correct errors in patterns Sequence events "first" "then" "next" ...	Count up to six objects. One more or one fewer Order numbers 1 – 6 •Conservation of numbers within six Fast number recognition up to 6 objects without counting (subitising)-introduce 5 frames Addition and subtraction within 6 Explore zero Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D & 3-D shapes Describe position accurately Calendar and time Days of the week, seasons Sequence daily events	Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less Fast number recognition up to 10 objects without counting (subitising)-introduce 10 frames Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Number bonds to 10- automatic recall Numbers within 15 Count up to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer	Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing Fast number recognition up to 20 objects without counting (subitising)-introduce additional 10 frames Numbers within 20 Count up to 10 objects Represent, order and explore numbers to 15 One more or fewer Doubling and halving Doubling and halving & the relationship between them Seasons/Months of year Name and identify seasons Measures Describe capacities Compare volumes Compare weights Estimate, compare and order lengths Test predictions	Describe and sort 2-D and 3-D shapes- spatial awareness Recognise, complete and create patterns-spot connections and continue and copy patterns Manipulate shapes including complex 2D pictures Manipulate shapes using jigsaws with increasing challenge Addition and subtraction within 20 Commutativity Explore addition and subtraction Compare two amounts Relationship between doubling and halving Money Coin recognition and values Combinations to total 20p Change from 10p	Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards Numbers beyond 20 One more one less Estimate and count Grouping and sharing

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<p>Understanding the world: 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>Understanding the world</p> <p>People, culture and communities</p> <p>The natural world</p> <p>Past and present</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see talk about them positively</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Navigating around our classroom and outdoor areas- beginning to show independence</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Harvest celebrations- traditions</p>	<p>Can talk about what they have done with their families during Christmas/fireworks' in the past.</p> <p>Show photos of why we remember remembrance day</p> <p>Share different cultures Rama and Sita story-Hinduism</p> <p>Explore the season-Autumn and the natural world-identify changes, similarities and differences- changing states of matter</p> <p>Explore the natural world by drawing pictures of animals and plants (Autumn)</p> <p>Talk about firework safety- keeping ourselves safe</p> <p>Talking about and recognising the past and linking it to traditional stories- Diwali/Christmas</p>	<p>Listening to stories and placing events in chronological order- Chinese New Year</p> <p>Compare animals from "The Great Race"</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to what children say about what they see</p> <p>Listening to stories and placing events in chronological order0 traditional tales/Chinese new year story</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to what children say about what they see</p>	<p>After close observation, draw pictures of the natural world, including animals and plants- Spring time</p> <p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Change in living things – Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</p> <p>Teeth Hygiene- Dentist job and the role of the dentist</p>	<p>Encourage the children to make simple comparisons between insects and animals</p> <p>Use bee-bots on simple maps different countries where animals come from Encourage the children to use navigational language.</p> <p>Look out for children drawing/painting of animals and minibeasts</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Can children differentiate between land and water and the animals that inhabit them</p> <p>Take children to places of local importance to the community- Kenley common</p>	<p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects-Summertime Seasides long ago – Magic Grandad</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>

Reception Long Term Plan-Kenley Primary School 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Links to future learning Science, Geography, RE and History.						
<p>Expressive arts and design: 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> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>						

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Links to future learning for Art						
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