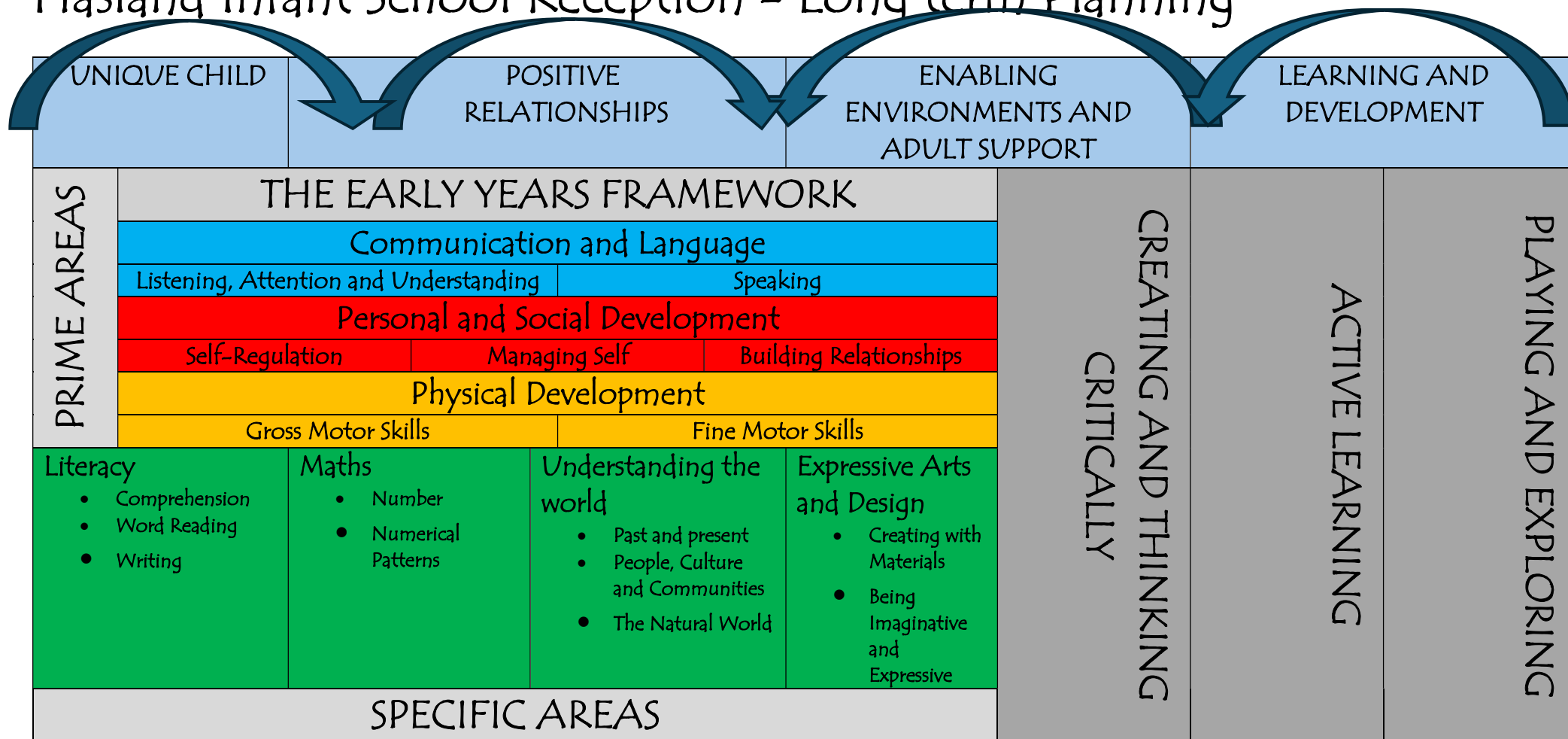
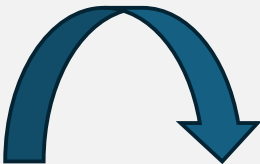


Hasland Infant School Reception - Long term Planning



Throughout their time in EYFS children will have the opportunity to learn in both the indoor and outdoor environments taking into account each child's starting points. Children will be encouraged to be active learners, be curious, active and challenge themselves. The adult role is to facilitate learning and development through high quality interactions and being effective, positive role models. Flexibility in planning will allow the children's interests to be followed and considered throughout the year.

Hasland Infant school Reception – Long term Planning

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Heroes and Villains		Wonderful World		Amazing Adventures	
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.					
 Over Arching Principles	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. Provision: At Hasland Infant School, we understand that children learn best when they are self-motivated, interested and active. We know that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods.					

Hasland Infant school Reception – Long term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Marvellous Me Settling in/Starting Reception Getting to know you Families Expectations and Routines	Helpful Heroes Christmas Nativity Story	Aquatic Adventures	Save the Sea	Amazing Amazon	Wonderful Woodland
Key Texts	Zog	Zog and the Flying Doctors	The Great Race Billy's Bucket	Someone Swallowed Stanley	Parrot Tico Tango	The Mice of Mushroom Forest
Enrichment Opportunities for learning will take account of children's current interests, the changing seasons and global events taking place during the year such as the Olympics. Religious celebrations and festivals will reflect the cohort.	Autumn Remembrance Day Harvest Halloween Introduce the zones of regulation	Christmas Nativity Winter Diwali Children in Need	New Year Winter Lunar New Year Mental Health week Online safety Pancake day	Spring Easter Mother's Day Ramadan Eid al-Fitr Holi Book Week	Summer Father's Day Butterflies in the classroom School Trip	Summer Transition
Parental Involvement	Open Morning Phonics Morning Curriculum Evening	Open Morning Parents Consultation Christmas Concert	Open Morning Tales Toolkit Sessions	Open Morning Phonics Morning	Open Morning	Open Morning Camouflage Fashion Show
Assessment Opportunities	National Reception Baseline Assessment School baseline assessments Phonics Tracker Pivot Point Name writing	Phonics tracker Termly Data Collection and analysis Team moderation Name writing Pivot Point	Phonics tracker Termly Data Collection and analysis Team moderation Name writing Pivot Point	Phonics tracker Termly Data Collection and analysis Team moderation Name writing Pivot Point	EYFS Profile Phonics tracker Team moderation Agreement Trialling Name writing Pivot Point	Phonics tracker Name writing Pivot Point

COMMUNICATION AND LANGUAGE

Whole EYFS Focus – C&L is developed throughout the year through high quality interactions using the ShREC approach, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and daily story time

Communication and Language
Listening and Attention
Objectives

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**.

Enjoy listening to longer stories and can remember much of what happens. Can find it difficult to pay attention to more than one thing at a time. Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”. Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”	Understand how to listen carefully and why listening is important Engage in story times. Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers
Use a wider range of vocabulary. Sing a large repertoire of songs. ◊ Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Develop their communication but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’. ◊ May have problems saying: – some sounds: r, j, th, ch, and sh – multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’ Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. ◊ Can start a conversation with an adult or a friend and continue it for many turns. ◊ Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”	Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. 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 Learn rhymes, poems and songs.	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. 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.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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.

Self-Regulation	Become more outgoing with unfamiliar people, in the safe context of their setting. ♦ Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. ♦ Begin to understand how others might be feeling. ♦ Develop appropriate ways of being assertive.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able 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.	
Managing Self	Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. ♦ Increasingly follow rules, understanding why they are important. ♦ Do not always need an adult to remind them of a rule.		See themselves as a valuable individual Express their feelings and consider the feelings of others Manage their own needs.		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.	
PSED PSHE Matters Curriculum Cycle A	Relationships	Being Responsible	Exploring Emotions	Difference and Diversity	Being Safe	Changes
Cycle B	Being Me	Bullying Matters	Money Matters	Drug Education	Being Healthy	Growing Up
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 feedback and support from adults, allow children to develop proficiency, control and confidence.					
General Physical Development progression milestones	♦ Children will develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport. ♦ Children will develop their fine motor skills to use a range of tools safely and confidently. ♦ Children will always have access to pencils, paintbrushes, scissors, knives, forks, and spoon. ♦ Children will develop a good posture when sitting at a table (classroom and dinner times) ♦ Develop a good pencil grip ready for Year 1 writing expectations.					
Fine Motor Objectives	Use one-handed tools and equipment, for example, making snips in paper with scissors. ♦ Use a comfortable grip with good control when holding pens and pencils. ♦ Start to eat independently and learning how to use a knife and fork. ♦ Show a preference for a dominant hand.		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. Develop the foundations of a handwriting style which is fast, accurate and efficient.		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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	
Handwriting Progression	Pre-Writing Shapes Unit 1 letters– a, i, m, s, t and n	Unit 2 and 3 letters: o, p, b, c, g, h, d	Unit 4 and 5 letters: e, f, v, k, l, r	Unit 6 and 7 letters: U, j, w, z, x, y	Numerals 0-9 Ladder letters Curly Caterpillars	One Armed Robots Zig zag Monsters

Fine Motor Objectives ELG's	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. Develop the foundations of a handwriting style which is fast, accurate and efficient. 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, paintbrushes and cutlery.					
Gross Motor Objectives	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. ◊ Go up steps and stairs, or climb up apparatus, using alternate feet. ◊ Skip, hop, stand on one leg and hold a pose for a game like musical statues. ◊ Use large-muscle movements to wave flags and streamers, paint and make marks. ◊ Start taking part in some group activities which they make up for themselves, or in teams. ◊ Are increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm. ◊ Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. ◊ Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. ◊ Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks	Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling – walking – jumping – running – hopping – skipping – climbing 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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.	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.			
PE	Gross Motor- Large Equipment	Ball Skills: Hands 1	Gymnastics: High and Low	Dance: Nursery Rhymes	Locomotion: Jumping	Ball Skills: Feet
Gross Motor Objectives ELG's	Revise and refine the fundamental movement skills they have already acquired:- rolling- crawling – walking – jumping – running – hopping – skipping – climbing 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. 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. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.					

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)					
Key Texts	Zog	The Nativity Story	The Great Race Billy's Bucket	Someone Swallowed Stanley	The Parrot Tico Tango	The Mice of Mushroom Forest
Comprehension	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- page sequencing Engage in extended conversations about stories, learning new vocabulary.		Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	
Tales Toolkit	Introduce Tales Toolkit Sacks Baseline children with 1:1 story telling. Whole class story time x 2 per week Curriculum evening- introduce Tales Toolkit to parents.	Introduce Tales Toolkit signs into different areas of provision Whole class story time x 2 per week Introduce pictorial planning formats	Mid-point 1:1 storytelling. Whole class story time x 2 per week Introduce using story plan to write story.	Story writing to have a Tales Toolkit emphasis. Children to use a plan to record a familiar story.	Children to plan and record own imaginative 4-part story as part of literacy.	Final 1:1 story telling
Word Reading	Develop their phonological awareness, so that they can:- spot and suggest rhymes- count or clap syllables in a word- recognise words with the same initial sound, such as money and mother		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. Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.		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.	

WRITING OBJECTIVES (See Literacy Medium Term Plan for in depth planning)	Use some of their print and letter knowledge in their early writing. Writes all or some of their name. Writes some letters accurately. Spell words by identifying the sounds and then writing the sounds with letters.		Write short sentences with known letter and sound correspondences. Form lower case letters correctly.		Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sound with a letter or letters. Write simple phrases and sentences that can be read by others.	
Sounds Write Phonics	Unit 1 Unit 2	Unit 3 Unit 4 Unit 5	Unit 6 Unit 7 Unit 8	Unit 9 Unit 10	Unit 10 Unit 11	Unit 11
Sight Words	The, I, is, has, of, said, his, to	She, for, are, do, my, have, no	Was, all, he, me, be, what, who, you, go, so, some, come	We, says, are, her, were, like, one, little, here	There, these, they, where, out	Revise
MATHEMATICS White Rose maths scheme	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’,					
Linked Texts	Getting to know you Match, sort and compare Talk about measures and patterns	It’s me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and capacity Growing 6, 7, 8 Length Height and Time	Length Height and Time Building 9 and 10 Exploring 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and grouping Visualise, build and map Making Connections
	A Pair of Socks by Stuart J. Murphy Seaweed Soup by Stuart J. Murphy Where’s My Teddy? by Jez Alborough We’re Going on a Bear Hunt by Michael Rosen	How to Count to One by Casper Salmon Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa and Mayuko Takeuchi Pete the Cat and his Four Groovy Buttons by Eric Litwin Bear in a Square by Stella Blackstone	None the Number by Oliver Jeffers Balancing Act by Ellen Stoll Walsh Six Dinner Sid by Inga Moore I Can Only Draw Worms by Will Mabbitt	Titch by Pat Hutchins Five Minutes’ Peace by Jill Murphy Nine Naughty Kittens by Linda M. Jennings Ten Little Fingers and Ten Little Toes by Mem Fox Circle! Sphere! by Grace Lin	Monster Counting Book 1 to 20 by Frances Mackay 20 Big Trucks in the Middle of the Street by Mark Lee One Ted Falls out of Bed by Julia Donaldson Which One Doesn’t Belong? by Christopher Danielson	One Hungry Cat by Joanne Rocklin Ness the Nurse by Nick Sharratt Pattern Fish by Trudy Harris What the Ladybird Heard by Julia Donaldson Mr Gumpy’s Outing by John Burningham

UNDERSTANDING THE WORLD (links to KS1)	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.					
Science	Autumn The 5 Senses	Light and Dark Shadows	Winter Turn water into ice Turn ice into water	Floating and Sinking Magnets Spring	Summer Butterfly Lifecycle Plants and Trees	Minibeasts Lifecycle of an Oak Tree
History	Daily Routine Human Life Cycle	Florence Nightingale Mary Seacole Compare hospitals and medical equipment from today and in the past.	Captain James Cook	Comparing old and new ships David Attenborough	Henry Walter Bates Ibn Battuta	The lives of people familiar to us and members of the community
Geography	Senses Tour of School Weather Chart Map of school Map of journey to school Map of journey to medical centre.	Fieldwork: Emotional Mapping Explore natural objects around us.	Globes Great Barrier Reef	Fieldwork: Pollution Experiment Rain Catcher	Brazil Amazon Rainforest Maps Amazon Soundscapes	Weather tracking
Computing	Smartie the Penguin Beebots	Beebots Online Safety	Online Information Technology	Online Information Online Safety	Online safety Digital Tools	Online safety Digital Tools
RE Derbyshire and Derby city agreed syllabus for Religious Education scheme.	As well as the planned learning above there will also be incidental learning that will happen throughout the year which the children will experience. These will be led by the children and their interests both in school and from home.					
	Special People	Special Times Diwali Birthdays Christmas	Special Times Lunar New Year Special Places Places of worship	Our Special World	Special Stories	Where do we belong?
EXPRESSIVE ARTS AND DESIGN (Links to KS1 art and Design Technology)	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. 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.					

Art	Class mascot collage Self portrait Primary Colour mixing Castles Natural material collage	Making colours lighter Papier Mache Observational Drawing Colour Mixing	Willow Pattern Vase Earth Suncatcher Clay sculpture Observational drawing	Endeavour Art Seascape	Observational Drawing of tropical fruit Observational Drawing of butterflies Rainforest inspired Art	Animal Patterns Britto inspired artwork
Artist	Paul Klee	Vincent Van Gough	Barbara Hepworth	Nel Whatmore	Rousseau	Romero Britto
Design Technology	House	Finger Puppets Bake Biscuits/Buns	Flippers	Lift the flap picture	Fruit preparation	Design and make Camouflage Tshirt
Kapow-music scheme	Exploring Sound	Celebration Music	Music and Movement	Musical Stories	Transport	Big Band