South Hill Primary School
Reception Long Term Plan

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	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	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.
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**.
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).
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**.
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.
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.

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

EYFS LTP

Overarching theme per term and potential learning opportunities in 7 AOL. 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 Let's Celebrate	Spring 1 Superheroes	Spring 2 Fantastic Food	Summer 1 Once Upon a Time	Summer 2 The Next Adventure
English – writing HERTS Essentials	**Autumn 1** Inform (6 steps) Entertain (6 steps) All About Me Books Favourite Story Books 	**Autumn 2** Inform (6 steps) Entertain (6 steps) My Special People Books Story Books (pattern) 	**Spring 1** Inform (6 steps) Entertain (6 steps) Things I Like (unique me) Books Animal Stories 	**Spring 2** Inform (6 steps) Entertain (6 steps) My Celebration Books Journey Stories 	**Summer 1** Inform (6 steps) Entertain (6 steps) My Amazing Body Books Traditional Tale Books 	**Summer 2** Inform (6 steps) Entertain (6 steps) Our Natural World Books My Very Own Story Book 

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 The South Hill Way Me and my family Map Making My community Autumn Harvest	Fireworks night Diwali Remembrance Day Black History Week Road Safety Christmas The Nativity	Chinese New Year Eid Community heroes Recycling Fantasy heroes Winter Book Week	My Body Healthy Eating Oral Hygiene Planting and Growing Spring Easter	Traditional Tales Story writing Based around a variety of texts	Growing Up, Moving On, Animals and Babies Life Cycles Mini-Beasts Holidays Summer
Schemes **PSHE** **RE** **Music** **Maths**	PSHE – Jigsaw **Being Me In My World** Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	PSHE - Jigsaw **Celebrating Difference** Identifying talents Being special Families Where we live Making friends Standing up for yourself	PSHE – Jigsaw **Dreams and Goals** Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	PSHE – Jigsaw **Healthy Me** Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	PSHE - Jigsaw **Relationships** Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	PSHE – Jigsaw **Changing Me** Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
	RE – Jigsaw What makes people special? Christianity, Judaism	RE - Jigsaw What is Christmas? Christianity concept: Incarnation	RE - Jigsaw Celebrations Sanatana Dharma, Mixed Worldviews	RE - Jigsaw What is Easter? Christianity concept: Salvation	RE - Jigsaw What can we learn from stories? Christianity, Islam, Sanatana Dharma, Sikhi	RE - Jigsaw What makes places special? Christianity, Islam, Judaism
	Music -I've got a grumpy face -School Harvest songs	Music - singing and performing the Nativity	Music Shake My Sillies Out	Music Sorcerer's Apprentice	Music Lessons from specialist- playing and composing	Music Lessons from specialist- playing and composing

	Maths – White Rose Getting to know you Match, sort and compare Talk about measures and patterns It's me 1,2,3	Maths – White Rose Circles and Triangles 1,2,3,4,5 Shapes with four sides	Maths – White Rose Alive in 5 Mass and Capacity Growing 6,7 and 8	Maths – White Rose Length height and time Building 9 and 10 Explore 3 D shapes	Maths – White Rose To 20 and beyond How many more? Manipulate, compose and decompose	Maths – White Rose Sharing and grouping Visualise build and map Make connections
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 **Jojo and Grandad** **Mommy, mama and me** **The Leaf Thief** A Range of nonfiction and fiction texts Autumn and Harvest texts	**Dipal's Diwali** **Look Up** The Owl Who was Afraid of the Dark Where's My Teddy? **Everybody's welcome** **The Nativity** A Range of nonfiction and fiction texts Christmas and Diwali texts	**Chinese New Year** Michael Recycle A Superhero Like You Superworm Supertato **My Mum is a Supermum** A Range of nonfiction and fiction texts about our bodies	Oliver's Vegetables Oliver's Fruit Salad The Very Hungry Caterpillar **Handa's Surprise** The Tiger Who Came to Tea A Range of nonfiction and fiction texts about people who help us	The Little Red Hen The Three Little Pigs Goldilocks and the 3 Bears Jack and the Beanstalk The Gingerbread Man A Range of nonfiction and fiction texts about Summer and growth	**Giraffes Can't Dance** Rumble in the Jungle **The Lion Inside** The Selfish Crocodile A Day at Greenhill Farm A Range of nonfiction and fiction texts about natural world
Poetry, Rhymes and Songs	Puffin Book of Fantastic First Poems Children's Nursery Rhymes selection Harvest songs I've Got a Grumpy Face	A selection of familiar nursery rhymes Nativity performance songs	Blow a Kiss Catch a Kiss Shake My Sillies Out	Poems Aloud Food Rhymes Pack Traditional nursery rhymes Sorcerer's Apprentice	Roald Dahl's Revolting Rhymes A selection of songs from music specialist linked to topic	Number and counting rhymes A selection of animal songs from music specialist
Artist of the Half Term	The Dot- Peter Reynolds - Autumn Trees	Van Gogh - Starry Night compositions	Frida Kahlo – portraits of people inspired by her	Guiseppe Arcimboldo – Fruit portraits	Georgia O' Keefe – Summer Flowers	Whole school art week
Wow Moments	A Tour Around School Harvest Festival Forest Schools International Day	Meet our buddies Remembrance Day Festival Church decorations and visit with buddies Nativity Performance Forest Schools	Mrs Khan in the Hot Seat Visits from people who help us. I.e: Lollipop Man, nurse, dentist Superheroe dress up day Forest Schools	Making fruit kebab Planting beans and sunflowers Tiger Tea Party with Parents Forest Schools	Wrens Class assembly Robins Class assembly Forest Schools	Sports Day Mead Open Farm Trip Art Week New class and teacher visits Forest Schools
Key Vocab (including but not limited to	Community, respect, resilience, responsibility, reflect, values, regulation, zones, emotions, seasons, change, harvest, sow,	Christmas, Christian, religion, nativity, advent, celebration, explosion, firework, hibernate,	Culture, tradition, Lunar, strength, power, extraordinary, significant, role model, hero, generous, admire,	Allergy, food groups, healthy, moderation, safety, hygiene, oral, cleanliness, physical, exercise, body parts,	Once upon a time, long ago, prince, princess, evil, King, Queen, happily ever after, palace, castle, history, knight,	Growth, change, adapt, resilience, mature, life cycle, chrysalis, cocoon, vertebrate, reptile, fish, mammal, habitat, nocturnal, wild, pet, zoo, farm,

also see tiered vocab lists in areas)	history, geography, navigate	habitat, light, dark, safety, festival, Hindu, Diwali Science links – light/dark Hibernation/animals	determination, community, inspiration, helpful, caring, determined	human, resilience, power, plant, sow, nurture	armour, beanstalk, wicked, market, gingerbread,	harvest, safety, animal and mini beast names
Assessment	Statutory Baseline Assessment School Baseline Assessment RWI baseline Tapestry Observations	RWI assessments Termly teacher assessments Parents Evening Reading Tracker 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
Intervention Toolkit (Used, amended and adapted through the year as indicated by assessments)	Bell Foundation, Bucket time, Sound Blending, Sound Recognition, Dough Disco, Speech sounds, Basic Number Skills, Sentence Writing, Nurture Lunch.					