



Reception class long term plan

This is a working document and highlights the main topic focus for each term. Our children lead learning and things will change in response to their interests and needs. Throughout each term, we focus our time on developing the children’s confidence in the setting and with their peers. We link activities to half-termly themes (see below), stories and the interests of the children. We encourage quality discussion and questioning in order to extend their knowledge and understanding. Children are supported in their learning through planned and spontaneous play opportunities as well as adult led activities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme	<p>Me and my family</p> <p>We will talk about past and present events in our own lives and know how we are similar and different to others. We will learn about how we have changed since we were babies and how we will continue to change. We will discuss ways to stay safe and healthy.</p> <p>Seasonal change: Summer to autumn</p>	<p>Celebrations and winter</p> <p>We will focus on learning about differences between people and how there are differences between our own and others’ traditions. We will learn about celebrations from a range of different places and cultures.</p> <p>Seasonal change: Autumn to winter.</p>	<p>Fantasy and fairy tales.</p> <p>We will explore traditional tales, encouraging children to use story telling language in their play.</p> <p>Seasonal change: Winter to spring</p>	<p>Spring and growth</p> <p>We will observe seeds germinating and growing and will look for signs of new growth around the school. We will observe the life cycles of butterflies and frogs.</p> <p>Seasonal focus: Spring.</p>	<p>Space and planets</p> <p>We will learn about space, the moon, the sun and the planets. We will learn vocab such as planet, star, asteroid, astronaut, space station, space shuttle.</p> <p>Seasonal change: Spring to Summer</p>	<p>Our wonderful world:</p> <p>We will learn all about our wonderful world and the wide range of exciting places and the various modes of transport which we can use to travel around.</p> <p>Seasonal focus: Summer</p>
Key texts	<p>“Starting school” by Allan Ahlberg</p> <p>“The colour monster” by Anna Llenas</p> <p>“The colour monster goes to school” by Anna Llenas</p> <p>“Owl babies” by Martin Waddell</p> <p>“Me and my amazing body” by Joan Sweeney (non-fiction)</p>	<p>“Funny Bones” by Janet and Allan Ahlberg.</p> <p>“Zim Zam Zoom” by James Carter & Nicola Colton (poetry)</p> <p>“Kipper’s birthday” by Mick Inkpen</p> <p>“Celebrations Around the World: The Fabulous Celebrations you Won’t Want to Miss” by Katie Harford (non-fiction)</p>	<p>“Little Red Riding Hood” Traditional</p> <p>“The wolf’s story: What really happened to Little Red Riding Hood” by Izhar Cohen</p> <p>“Jack and the beanstalk” Traditional</p> <p>“Trust me, Jack’s beanstalk stinks” by Eric Braun</p>	<p>“Rosie’s walk” Pat Hutchins</p> <p>“Hungry hen” by Richard Waring</p> <p>“Handa’s hen” by Eileen Browne</p> <p>“The little red hen” Traditional</p> <p>“Chicken licken” Traditional</p> <p>“The tiny seed” By Eric Carle</p>	<p>“Whatever next!” Jill Murphy</p> <p>“The way back home” Oliver Jeffers</p> <p>“Astro girl” Ken Wilson</p> <p>“Space poems” Gaby Morgan</p> <p>“Little people, Big dreams Neil Armstrong/ Mae Jemison”</p> <p>“Look inside space” Rob Lloyd Jones</p>	<p>“Under the sea” by Anna Milborne</p> <p>“The singing mermaid” Julia Donaldson</p> <p>“We’re roaming in the rainforest” Laurie Krebs</p> <p>“Giraffes can’t dance” Giles Andrae</p> <p>“Polar bear, Polar bear, What do you hear?” Eric Carle</p> <p>“The lights that dance in the night” Yuval Zommer</p>



Reception class long term plan

	<p>"Hairy Maclary from Donaldson's dairy" by Lynley Dodd (RE link)</p>	<p>"The snowman" by Raymond Briggs "One snowy night" by Nick Butterworth "Stick man" by Julia Donaldson.</p>	<p>"Goldilocks and the three bears" Traditional "Beware of the bears" by Alan Mac Donald "Cinderella" Traditional "Prince Cinders" by Babette Cole "The three little pigs" Traditional "Three little wolves and the big bad pig" by Eugene Trivizas A wide selection of other traditional fairy tales</p>	<p>"Oliver's fruit salad" Vivien French "Eggs and Chicks" Fiona Pratchett (NF) "One child, one seed" Kathryn Cave (NF) "Ten Seeds" Ruth Brown "All the year round" John Yeoman (poetry)</p>	<p>"How to catch a star" Oliver Jeffers</p>	
<p>Wow moments/ key events</p>	<p>Transition Trip to library Visit from school nurse (hygiene)</p>	<p>Autumn walk Santa's winter wonderland Nativity Christingle</p>	<p>World book day Growing beanstalks Visit to Library</p>	<p>Observing caterpillar transformation into butterflies. Possible visit to West Boldon Lodge or Washington wetlands.</p>	<p>Moon picnic ("Whatever next" link)</p>	<p>Visit to Seaside</p>
<p>Prime area: Communication and language <i>This area of learning is of interest to all subject leaders</i></p>	<p><u>Listening, attention, understanding:</u> *Introduce 'Listening ears' and introduce clapping and song signals to the children which all staff use as a sign that it's now time to stop and listen. *Timetable a story time at least once each day. Re-read selected stories and encourage</p>	<p><u>Listening, attention, understanding:</u> Introduce 'celebration' as a theme in role play area. Teach vocab related to celebration resources and model use of relevant social phrases. *Timetable a story time at least once each day. Encourage chn to join in with stories as they become familiar.</p>	<p><u>Listening, attention, understanding:</u> *Introduce children to traditional story telling language. *Adults to ask 'how' and 'why' questions about stories. *Listen for rhymes. *Introduce alternative versions of traditional tales. Hotseat children and teachers as</p>	<p><u>Listening, attention, understanding:</u> *Change role play area into a garden centre/ farm/ animal rescue. Introduce relevant vocabulary and model usage. *Read a selection of stories connected to our topic. Encourage chn to retell these stories. Re-read stories</p>	<p><u>Listening, attention, understanding:</u> *Adapt role play area into a rocket/ planet/ moon. Introduce relevant vocab and model usage. *Read a selection of stories and non fiction texts linked to our topic. Encourage chn to retell these stories. Re-read these texts until children are very familiar.</p>	<p><u>Listening, attention, understanding:</u> *Read a selection of stories and non-fiction texts linked to topic. Re-read these stories until children are very familiar. *Introduce 'Word of the day' where we introduce at least one new word linked to our topic on a daily basis *Listen to non-fiction texts linked to our topic and use</p>



Reception class long term plan

	<p>children to share these books in school and at home. *Follow single step instructions</p> <p><u>Speaking:</u> *Introducing ourselves and learning everyone's names. *Use Good morning, Good afternoon when responding to register. Model please/ thank you/ excuse me. *Make time for children to talk and share news in a small group or whole class situation. Model and promote good listening skills. *Identify new/ key vocabulary in weekly plans and prioritise the introduction of these words. Use role play area (home corner) to allow children to explore and re-enact familiar situations. *Encourage children to answer 'who', 'where' and 'when' questions about their own experiences, familiar stories and things which we have learned. *Sing traditional nursery rhymes on a</p>	<p>*Follow instructions with more than a single step (where appropriate.)</p> <p><u>Speaking:</u> *Greet visitors to the classroom with Good morning/ Good afternoon. *Begin Talk 4 Writing. *Re-enact some familiar celebrations stories and their own celebration experiences in the role play area. *Sing traditional nursery rhymes on a daily basis. Act out some familiar rhymes as we sing. Learn a variety of celebration poems. *Model how to ask questions about celebrations which the chn have been involved in. Encourage them to ask each other similar questions. *Explore non-fiction books about celebrations. Use vocab of contents, glossary etc.</p>	<p>characters from these tales. *Follow instructions and/ or read non fiction texts on themes related to fairy tales, eg how to make porridge or how to grow a beanstalk. <u>Speaking:</u> *Encourage children to describe their observations of growing a bean/ making porridge in some detail. *Use teacher drawn story maps to support story telling. Retell and explore these fairy tales in role play area. Encourage chn to draw own story maps to support them in retelling stories. *Children to answer 'how' and 'why' questions. Encourage them to ask their own questions. *Learn and sing traditional rhymes and rhymes/ songs connected to fairytales, eg 'When Goldilocks went to the house of the bears' (Lots of others at Fairy Tales and Nursery Rhymes – Kenn</p>	<p>until chn are very familiar with them. *Listen to and follow instructions when handling our chicks/ minibeasts. *Listen to and follow directions when following the route from 'Rosie's walk'. <u>Speaking:</u> *Learn a selection of spring based poems, songs and rhymes. *Give directions to a partner as they follow the route from 'Rosie's walk'. *Observe the 'Living eggs' project where our very own chicks will hatch OR caterpillars growing and metamorphosing. Teach appropriate vocab. Encourage chn to ask questions and describe what they observe. *Plant beans/ bulbs/ seed and describe observations of them growing.</p>	<p>*Follow instructions with several steps, eg. how to build a model rocket or how to make a paper mache planet.</p> <p><u>Speaking:</u> *Chn come up with questions which they'd like to find answers to related to our topic. Some chn may write these questions down and put in our question box. Find out answers and share them with a friend. *Retell familiar stories in role play area. *Make up own space related stories in role play/ small world play. *Learn some space poems/ rhymes off by heart and perform. *Hot seating of children as characters from our focus stories or role playing historical figures such as Neil Armstrong/ Mae Jemison.</p>	<p>the facts we have learned in role play/ small world play.</p> <p><u>Speaking:</u> *Story stones/ small world resources/ puppets etc linked to topic to encourage chn to use the vocab they have learned in a variety of contexts. *Discuss local places we are familiar with and contrast with places further afield. Chn discuss their own experiences. Bring in photos of places we have visited and pinpoint on globe/ map/ Google Earth. Encourage chn to ask who/ what/ where/ when questions about these places. *Learn rhymes/ songs from around the world off by heart. See https://borgenproject.org/10-nursery-rhymes-around-world/</p>
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Reception class long term plan

	daily basis. Act out some familiar rhymes as we sing.		Nesbitt's Poetry4kids.com) *Discuss dilemmas in stories and how they could be resolved, eg.'How can Jack escape the giant			
Prime area: Personal, social and emotional development. <i>(This area of learning is of interest to PHSE and Science subject leaders.))</i>	<u>Self-regulation:</u> Use emotions masks, stories and circle time to encourage talk about feelings (link with 'The colour monster.') Recognise own emotions. Encourage children to use quiet areas in classroom when they need some peace or space. <u>Managing self:</u> How to organise self in the classroom: name labels for signing up etc. Becoming an independent learner when selecting resources. Introducing 'signing up' boards. Hand hygiene and nose blowing hygiene. Encourage children to look after their own belongings by putting their own coat and bag on their peg. Establish class 'Golden rules' which emphasise the importance of	<u>Self-regulation:</u> Allow all chn time to talk about their own experiences of celebrations and to share how things are celebrated in their families. How do we feel when we are celebrating? Promote use of correct vocab to discuss feelings. Why do we feel a certain way? Introduce resources in 'Calm corner' which will help with self regulation. <u>Managing self:</u> Learning wider school rules. How to get on with older children in school. How to behave in different environments, eg assembly, library etc. Oral hygiene and hand hygiene talk from school nurse. Forest school safety rules for visit to Santa's winter woodland	<u>Self-regulation:</u> *Identify 'big' feelings in ourselves and in characters in our stories. Name these feelings. What makes us feel these emotions? *Identify when we need help handling feelings. <u>Managing self:</u> *Good choices, bad choices and staying safe. What bad choices did Goldilocks/ Jack/ Little Red make? What better choices could they have made? Staying safe around strangers/ on the road/ in the home. *How to treat other people...how did Cinderella's sisters treat her? How did it make her feel? How should a good friend behave? Teach phrases such as 'Can I play with you please?' and discuss how to	<u>Self-regulation:</u> *Treating animals with care and respects. *Importance of patience (waiting for chicks to hatch, seeds to grow, chance to handle chicks.) <u>Managing self:</u> *Importance of hand hygiene when handling the chicks/ minibeasts. *What do animals (our chicks/ tadpoles/ caterpillars) need to grow up healthy and strong? What do we need? *Looking after the environment: importance of not littering. <u>Building relationships:</u> *Working with a partner to give and follow directions. <u>Tenten:</u> *'Life to the full' EYFS Module 2, Units 1 and 2: Role model; Who's who; You've got a	<u>Self-regulation:</u> *Explore feelings which characters in our stories/ non-fiction texts must have felt, eg bravery, loneliness, pride. Remind chn of our 'feelings' cards and spoons and encourage them to use them to communicate how they are feeling. *When have we been brave? Lonely? Proud? <u>Managing self:</u> *Packing own bags for home time, after PE. *Work on almost all children to be getting changed independently after PE. *Healthy eating, getting enough sleep and exercise. <u>Building relationships:</u> *Cooperating with a small group to build a space shuttle with large construction. *Working with a small group to build a bridge from the space shuttle to the moon.	<u>Self-regulation:</u> * Use social stories to explore moving up to Y1. *Visits to Y1 and meeting Y1 staff. *Sharing worries and answering questions about Y1. *Use of calm areas of classroom for self-regulation. <u>Managing self:</u> *Putting own coats on, packing bags etc in preparation for moving into Y1. *Table manners <u>Building relationships:</u> *Importance of remembering that our differences make us special (Elmer the elephant, Something special.) *Acceptance of others and treating people kindly. *Importance of remembering that as we move up the school we are role models to the new little ones. <u>Ten ten</u> 'Life to the Full' EYFS Module 3 Unit 1 'God is love'; 'Loving God, Loving others.'



Reception class long term plan

	<p>kindness, helpfulness, co-operating, good listening etc. Link these with British values. How to get on with classmates.</p> <p><u>Building relationships:</u> Ensure that all staff (but particularly key workers) take the time to get to know each child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. Introduce chn to Y6 buddies who will help in dinner hall. Encourage/ support chn to play with at least one peer.</p>	<p>Encourage children to look after their own belongings by putting their own coat and bag on their peg, putting PE kits back into bags etc.</p> <p><u>Building relationships:</u> Sharing resources with one or more peers in play. Playing turn taking games. Working with others to create a desired outcome eg making fruit kebabs for a celebration.</p> <p><u>Life to the full (RSE)</u> Module 1, Unit 1 and 2</p>	<p>respond if someone asks you this.</p> <p>*Look at the wolf's sharp teeth. Discuss oral hygiene with visit from the dental nurse. Give out Colgate packs.</p> <p>*Make gingerbread men/ porridge and discuss importance of hand hygiene when cooking.</p> <p>*Sleeping Beauty and importance of a good sleep routine.</p> <p><u>Building relationships:</u> *Working cooperatively to build a little pig's house/ to make a plan to avoid the wolf/ to fix baby bear's chair. How can we make our creations better/ more comfy/ big enough? *Work on solving conflict with peers.</p> <p>Tenten 'Life to the full': EYFS Module 1, units 3 and 4: I like, you like, we all like; Good feelings, bad feelings; Let's get real; Growing up</p>	<p>friend in me; Forever friends.</p>	<p>*Working with partner/ small group in small world/ role play to re-enact stories.</p> <p><u>Ten ten</u> *'Life to the full' EYFS Module 2, Unit 3 'What is the internet?'; 'Playing online' Module 2, Unit 4 'Safe inside and out'; 'My body my rules'; 'Feeling poorly'; 'People who help us'.</p>	<p>Module 3 Unit 2 'Me, you, us' ; 'When I grow up', 'Money doesn't grow on trees.'</p>
<p>Prime area: Physical development</p>	<p><u>Fine motor:</u> Dough activities. Daily name writing activities.</p>	<p><u>Fine motor:</u> Daily name/CVC writing activities. Threading,</p>	<p><u>Fine motor:</u> *Provide a wide selection of drawing</p>	<p><u>Fine motor:</u></p>	<p><u>Fine motor:</u> *Daily handwriting practice during phonics</p>	<p><u>Fine motor:</u> *Daily handwriting practice during phonics lesson,</p>



Reception class long term plan

<p><i>This area of learning is of interest to PE and Science subject leaders</i></p>	<p>Cutting (snipping into paper and teach correct scissor hold.) Thread, construct and manipulate with small apparatus. Show preference for dominant hand. Draw lines and circles. Pencil Grip – encourage tripod grip. Using cutlery</p> <p><u>Gross motor:</u> PE focus 1: Walking and Running safely with awareness of space. PE focus 2: Ball skills using hands and feet. *Trim trail *Giant chalks/ paint brushes etc to draw lines/ circles/ letters. *Construct with large blocks/ tyres/ planks.</p>	<p>cutting, weaving, playdough. Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.</p> <p><u>Gross motor:</u> PE focus 1: Ball skills using hands and feet. PE focus 2: Jumping PE event: EYFS Co-ordination challenge *Explore celebrations from diff cultures through dance *Line up without touching others. *Getting changed for PE *Trim trail *Wheeled toys.</p>	<p>and writing resources to encourage chn to write/ draw about fairy tales we are reading. Model correct pencil grip and practise letter formation daily. *Fastening buttons, zipping up coats, putting shoes on. *Cutting up food and using cutlery correctly at lunchtimes.</p> <p><u>Gross motor:</u> *Climb on the A-frame and up the poles like Jack going up the beanstalk. Challenge the children...can you climb higher than you did yesterday? *Move like characters from fairy tales...stamp like a giant, run like the three little pigs, dance like Cinderella etc. *Use parachute to play games related to fairytales, eg. Red Riding Hood hood crawls under the parachute as the rest of the class wave it...can the wolf catch her? *Use large construction to build a palace/ house for the</p>	<p>*Daily handwriting practice during phonics lessons. *Provide a range of apparatus in continuous provision such as tweezers, spray bottles, writing equipment of different types to develop fine motor control. *Handling chicks/ minibeasts/ plants with care. *Drawing maps outside on a large scale and indoors on a smaller scale.</p> <p><u>Gross motor:</u> *Weekly PE lessons with focus on dance. Chn to take increasing responsibility for getting changed themselves. *Daily trim trail sessions and free flow access to our outdoor area to use large equipment such as planks, big blocks, crates, tyres etc. *Digging, weeding and raking in garden area to get our garden ready for planting seeds. *Move like a baby animal, now move like the adult animal. *Put together a series of movements to show</p>	<p>lesson, continue to work on correct formation. *Correct pencil grip and writing posture *Turning inside out jumpers and coat sleeves the correct way round. *Buttons and zips. *Cutting skills</p> <p><u>Gross motor:</u> *Weekly PE lessons (athletics.) *Large wheeled toys *Dance sessions, eg. walking on the moon, rocket launch etc. *Large construction using the heavy wooden blocks, planks, crates, tyres etc. *Daily trim trail *Parachute games.</p>	<p>continue to work on correct formation. *Correct pencil grip and writing posture *Confident use of scissors. Use 'spring loaded' scissors where necessary. Ensure that all left handed children know which scissors they need to use. *Ensure that all children are writing their names correctly.</p> <p><u>Gross motor:</u> *Lining up smartly and quietly. * 'Wonderful walking' in corridors. *Exploring dance from around the world. *Athletics in PE: Running, jumping, throwing. Importance of safety. *Daily trim trail sessions. *Daily mile.</p>
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Reception class long term plan

			<p>pigs/ beds for the three bears etc. *Play games such as 'What's the time Mr Wolf?' and 'Grandmother's footsteps'. *Daily trim trail sessions. *Create ball games related to fairy tales which help to refine a range of skills, eg Set up skittles with wolf faces on, bowl the ball to knock them down. *PE Lessons: Football, Dance (linked to Fairy tales.) *EYFS Multisport event at Temple park</p>	<p>how a chick hatches out of its egg. *Y5 Huff and Puff monitors to support children when using the small and large apparatus during playtimes. *Using large equipment to make an obstacle course re-enacting Rosie's walk. *EYFS gym festival event at The Urban Factory.</p>		
<p>Specific area: Literacy <i>This area of learning is of interest to English subject leader</i></p>	<p><u>Comprehension:</u> Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning, book orientation, book directionality and handling, text directionality, knowledge of letters, words and sentences.</p>	<p><u>Comprehension:</u> Retell stories related to events through acting/role play. Retelling stories using images and actions. Use story maps to orally retell stories. Editing of story maps. Sequence story using vocabulary of beginning, middle and end. Blend sounds to read short words made up of known letter- sound</p>	<p><u>Comprehension:</u> Guided reading/ 1-1 reading at least once each week, more for children with SEN. Only use books containing letters and sounds which have been taught. Encourage children to take home fairy tales and other familiar books from our class library to share with their parents. Use story sacks to encourage retelling of</p>	<p><u>Comprehension:</u> Guided reading at least once each week, more for children with SEN. Only use books containing letters and sounds which have been taught. *Encourage children to take home our weekly focus books and other familiar texts from our class library to share with their parents. <u>Word reading:</u> •Daily phonics lessons following the 'Floppy's</p>	<p><u>Comprehension:</u> Encourage children to take home our focus books and other familiar stories from our class library to share with their parents. Guided group or 1-1 reading at least once each week, more often for children with SEN. <u>Word reading:</u> Daily phonics lessons following the 'Floppy's phonics' programme. Focus on ai, ee, igh, oa, oo, ar, ur, or. Helpful</p>	<p><u>Comprehension:</u> Encourage children to take home our focus books and other familiar stories from our class library to share with their parents. Guided group or 1-1 reading at least once each week, more often for children with SEN. <u>Word reading:</u> Daily phonics lessons following the 'Floppy's phonics' programme. Focus on ow, oi, ear, air, er, ue, ure, ture. Helpful words: sky, again, look</p>



Reception class long term plan

	<p>Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary.</p> <p><u>Word reading:</u> Daily phonics lessons following the 'Floppy's phonics' programme. Focus on s,a,t,p,i,n,g,o,c,k,m,d</p> <p><u>Helpful words:</u> l, the,no, go, to.</p> <p><u>Writing:</u> Children will be experimenting with mark -making and writing patterns using a range of media. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels. Writing initial sounds and begin to write VC/ CVC words. Use initial sounds to label characters / images. Name writing practice.</p>	<p>correspondences. Enjoys an increasing range of books.</p> <p><u>Word reading:</u> Daily phonics lessons following the 'Floppy's phonics' programme. Focus on ck,e,u,r,h,b,f,ff,l,ll,le,ss</p> <p>Helpful words: of, off, little, into</p> <p><u>Writing:</u> Labelling using initial sounds. Orally telling stories sometimes with adults acting as scribes. Writing CVC words to label characters from stories. Writing simple captions about pictures from stories e.g. it is a dog. Help children identify the sound that is tricky to spell. Sequence stories using pics.</p>	<p>stories. Send home to share with parents. Children retell stories using story maps. Chn draw own story maps. Alter familiar stories to create their own.</p> <p><u>Word reading:</u> * Daily phonics lessons following the 'Floppy's phonics' programme. Focus on: j,v,w,x,y,z,zz,qu,ch. Helpful words: he, she, we, me, was, you</p> <p><u>Writing:</u> *Teach correct letter formation as part of 'Floppy's phonics' programme. *Provide wide variety of mark making and writing resources in role play and writing areas. Weekly 'challenge' activities related to spring/growth/ Easter in writing/ role play areas eg. keeping a weather log, writing out Easter cards, making a chick fact file etc for children to complete, with rewards for those who do them. *Continue to develop outdoor literacy shed to encourage writing/ drawing/ mark making in the outdoor area. Set a weekly outdoor mark making challenge, eg. draw a map for an Easter egg hunt, Draw a map for Rosie's walk, daily minibeast logs etc</p>	<p>phonics' programme. Invite parents in to observe a phonics lesson. Focus on: sh, th, ng, dge, ve, wh, cks, tch. Helpful words: they, all, are, her, off, when, six, seven, have.</p> <p><u>Writing:</u> *Teach correct letter formation as part of 'Floppy's phonics' programme. *Provide wide variety of mark making and writing resources in role play and writing areas. Weekly 'challenge' activities related to spring/growth/ Easter in writing/ role play areas eg. keeping a weather log, writing out Easter cards, making a chick fact file etc for children to complete, with rewards for those who do them. *Continue to develop outdoor literacy shed to encourage writing/ drawing/ mark making in the outdoor area. Set a weekly outdoor mark making challenge, eg. draw a map for an Easter egg hunt, Draw a map for Rosie's walk, daily minibeast logs etc</p>	<p>words: be, are, my, sister, too, why. Guided group or 1-1 reading at least once each week, more often for children with SEN. Only use books containing letters and sounds which have been taught.</p> <p><u>Writing:</u> Teach correct letter formation as part of 'Floppy's phonics' programme. Provide wide variety of mark making and writing resources in role play and writing areas. Weekly 'challenge' activities related to theme Further develop outdoor literacy shed to encourage writing/ drawing/ mark making in the outdoor area. Set a weekly outdoor mark making challenge, eg. to draw a pirate treasure map or write clues to find the treasure. Talk4 Writing Guided writing at least once a week.</p>	<p><u>Writing:</u> Teach correct letter formation as part of 'Floppy's phonics' programme. Provide wide variety of mark making and writing resources in role play and writing areas. Weekly 'challenge' activities related to theme Further develop outdoor literacy shed to encourage writing/ drawing/ mark making in the outdoor area. Set a weekly outdoor mark making challenge, eg. to draw a pirate treasure map or write clues to find the treasure. Talk4 Writing Guided writing at least once a week.</p>
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Reception class long term plan

			journey to Grandmother's house or to write a 'Wanted' poster about the big, bad wolf to stick on the fence. Reading and writing simple phrases/ sentences related to focus stories/ phonic focus.			
Specific area: Mathematics <i>This area of learning is of interest to the Maths subject leader</i>	See White Rose Education for further detail: Weeks 1 & 2: Baseline Weeks 3 & 4: Match, sort and compare <i>Texts: A Pair of Socks by Stuart J. Murphy</i> <ul style="list-style-type: none"> • <i>Seaweed Soup</i> by Stuart J. Murphy • <i>The Button Box</i> by Margarett S. Reid • <i>Beep Beep, Vroom Vroom!</i> by Stuart J. Murphy Weeks 5 & 6: Talk about measure and patterns. <i>Texts:</i> <i>Where's My Teddy?</i> by Jez Alborough <ul style="list-style-type: none"> • <i>It's the Bear!</i> by Jez Alborough • <i>The Blue Balloon</i> by Mick Inkpen • <i>Dear Zoo</i> by Rod Campbell 	Weeks 7 & 8: It's me 1,2,3 <i>Texts: Anno's Counting Book by Mitsumasa Anno</i> <ul style="list-style-type: none"> • <i>How to Count to One</i> by Casper Salmon • <i>Goldilocks and the Three Bears</i> • <i>The Gingerbread Man</i> • <i>A Squash and a Squeeze</i> by Julia Donaldson • <i>The Three Billy Goats Gruff</i> Week 9: Circles and triangles <i>Texts: Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa</i> <ul style="list-style-type: none"> • <i>Triangle</i> by Mac Barnett and Jon Klassen • <i>Shapes, Shapes, Shapes</i> by Tana Hoban • <i>We're Going on a Bear Hunt</i> by Michael Rosen 	See White Rose education for further detail: Weeks 1 & 2: Alive in 5 Week 3: Mass and capacity Weeks 4 & 5: Growing 6,7,8 Weeks 6 & 7: Length, height and time	See White Rose Education for further detail: Weeks 8, 9, 10: Building 9 and 10 Weeks 11 & 12: Explore 3d shapes.	See White Rose education for further detail: Weeks 1 & 2: To 20 and beyond Week 3: How many now? Weeks 4 & 5: Manipulate, compose and decompose. Weeks 6 & 7: Sharing and grouping	See White Rose Education for further detail: Weeks 8, 9, 10: Visualise, build and map. Weeks 11 and beyond: Make connections.



Reception class long term plan

	<ul style="list-style-type: none"> • <i>My First Book of Patterns</i> by Bobby and June George • <i>We're Going on a Bear Hunt</i> by Michael Rosen • <i>A-B-A-B-A – A Book of Pattern Play</i> by Brian P. Cleary 	<ul style="list-style-type: none"> • <i>Rosie's Walk</i> by Pat Hutchins <p>Weeks 10 & 11: 1,2,3,4,5</p> <p>Texts: <i>Witches Four</i> by Marc Brown</p> <ul style="list-style-type: none"> • <i>Five Little Fiends</i> by Sarah Dyer • <i>Pete the Cat and his Four Groovy Buttons</i> by Eric Litwin • <i>Kipper's Birthday</i> by Mick Inkpen • <i>The Very Hungry Caterpillar</i> by Eric Carle • <i>Stella to Earth!</i> by Simon Puttock and Philip Hopman • <i>Anno's Counting Book</i> by Mitsumasa Anno <p>Week 12: Shapes with 4 sides.</p> <p>Texts: <i>Bear in a Square</i> by Stella Blackstone</p> <ul style="list-style-type: none"> • <i>Square</i> by Mac Barnett and Jon Klassen • <i>Shapes, Shapes, Shapes</i> by Tana Hoban • <i>Night Monkey, Day Monkey</i> by Julia Donaldson • <i>The Fox in the Dark</i> by Alison Green 				
<p>Specific area: Understanding the world <i>This area of learning is of interest to</i></p>	<p><u>Geography focus:</u> *Walk around school, indoor and outdoor environments - Pictorial maps/photos - Aerial map of school / outside area</p>	<p><u>Geography focus:</u> * Celebrations inc Bonfire night, Diwali, Baptism, Hanukkah, Christmas and birthdays. Discuss which of these we</p>	<p><u>Geography focus:</u> Chinese New Year. Sample food, watch dragon dances. Look at jobs of people in our focus stories.</p>	<p><u>Geography focus:</u> Encourage chn to draw simple maps representing the journeys taken by characters in some of our focus texts, eg</p>	<p><u>Geography focus:</u> *Look at a globe. Teach that we live on planet Earth. Our planet is a sphere! Earth rotates around the sun and the</p>	<p><u>Geography focus:</u> *Weather and climate in different parts of the world. *Using Google Earth/ globe/ maps to look at places we've visited and places we've learned about.</p>



Reception class long term plan

<p><i>History, Geography, Science, MFL subject leaders.</i></p> <p><i>Development matters statements can be broadly divided into Geog, Hist, Science focus as below:</i></p> <p>Geography -Talk about members of their immediate family and community -Name and describe people who are familiar to them -Draw information from a simple map -Understand that some places are special to members of their community -Recognise that people have different beliefs and celebrate special times in different ways - Recognise some similarities and differences between life in this country and life in other countries History</p>	<p>- Name and describe the roles of people in the school community -Name and describe the role of a school nurse -Talk about different families in stories /small world/school community History focus: How we have changed since we were babies and toddlers. Invite a parent with baby to come and visit and talk about their baby's needs. Provide baby bath and nappies etc in role play area. Learning about the physical development of our bodies from when we were babies to now: What Can I do by myself now? Invite grandparents in to discuss their childhoods and school days. Special experiences that we have had such as birthdays. Science focus: *Observe seasonal change. Gather and display signs of Autumn. Discuss changes in weather.</p>	<p>celebrate in our families. Appreciate that people celebrate in different ways. Where might we go to celebrate these special occasions? In other communities people have different celebrations to the ones that we have. *Harvest festival and farming. Farm small world. Look at variety of produce. *Explore the woods at West Boldon Lodge when we visit Santa's winter woodland. *Drawing maps of the route we took in the woods as we search for Santa. Simple maps related to stories, eg Stick man's journey. History focus: *Show pictures of celebrations in the past. How is, eg Christmas, different now to how it was one hundred years ago? Discuss parents/ grandparents Christmases. *Story of the first Christmas and why, as Christians, we celebrate. Science focus:</p>	<p>Compare to jobs in our communities. Read some fairy tales from other cultures. Discuss the different features (grass, hillocks, trees, pond, meadow etc) in fairy tale landscapes. Draw simple maps of these fairy tale settings. Programme bee-bots to travel around these maps. Look at different fairy tale homes: cottages, castles, caves etc. Compare them to our homes. What is the same/ different? Look at homes from the past and homes around the world. History focus: Discuss the history of fairy tales and how these stories have been told for generations. Look at different fairy tale homes: cottages, castles, caves etc. Compare them to our homes. Look at homes from the past Science focus: Investigation into how to build a strong house for the three little pigs. Build one with</p>	<p>'Handa's hen.' Can they point out important places on their maps? Use texts such as 'One child, one seed' and 'Handa's hen' to help chn recognise that some environments are different from their own. Compare and contrast characters from stories, eg the hens in 'Hungry hen' and 'The little red hen,' or the children in 'Oliver's fruit salad' and 'Handa's hen/ surprise.' History focus: Look at photographs of familiar places (our school, South Shields, Souter lighthouse etc) from the past. Compare with recent photos. How have these places changed? Farming in the past and now. Science focus: Regular visits into garden area to look for signs of spring. 'Living eggs' to witness the chicks hatching. Life cycle of a chicken. OR Life cycle of butterfly with caterpillars in class.</p>	<p>moon rotates around Earth. *Learn names of planets in our Solar System. *Look at Google Earth. Find familiar places using Google Earth, eg school, beach. History focus: *Moon landings. Look at video footage. Role play moon landings. *Historical figures Neil Armstrong and Mae Jemison. Compare and contrast figures from stories, eg Astro girl to real life figures. *Learn famous quote 'One small step for a man...' *Invite some grandparents in to discuss their experiences of watching the moon landing on TV. Science focus: *Learn about force of Gravity and explore by throwing balls/ beanbags. Discuss the effect of the moon on tides. *Discuss conditions on the moon: rocky, dusty, craters, no wind. Collect stones etc to create our own moon surface.</p>	<p>*Learn about South Shields. Features of our town. Discuss local places we are familiar with and contrast with places further afield. Chn discuss their own experiences. Bring in photos of places we have visited and pinpoint on globe/ map/ Google Earth. Encourage chn to ask who/ what/ where/ when questions about these places. *Learn rhymes/ songs from around the world off by heart. See https://borgenproject.org/10-nursery-rhymes-around-world/ History focus: *Learn about how South Shields has changed over the years. *Learn about a famous explorer such as Ernest Shackleton (Little people big dreams.) Science focus: *Link to farm visit or seaside visit *Identify seasonal (summer) features.</p>
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Reception class long term plan

<p>- Comment on images of familiar situations in the past</p> <p>- Compare and contrast characters from stories, including figures from the past (Little People, Big Dreams stories introduce children to inspirational people from the past.)</p> <p><u>Science</u></p> <p>- Explore the natural world around them.</p> <p>- Describe what they see, hear and feel whilst outside</p> <p>-Understand the effect of changing seasons on the natural world around them</p>	<p>What do we wear to stay warm?</p> <p>*Observe animals and minibeast habitats</p> <p>*Naming body parts and how to stay healthy: diet, sleep, hygiene. Discuss healthy choices at dinner time.</p>	<p>*Seasonal change...how autumn is becoming winter. What changes can we see?</p> <p>Discuss hibernation and changes in weather/ hours of daylight. Go outside and describe what we see/ hear/ smell.</p> <p>Record temperature outside.</p> <p>*Discussing internal parts of body, eg skeleton and organs.</p> <p>Factors contributing to health and wellbeing.</p> <p>*Climate change, plastic pollution, recycling.</p>	<p>straw, one with sticks, one with bricks...can we huff and puff it down?</p> <p>Grow our own beanstalks in glass jars and observe the growth over a prolonged period of time.</p> <p>Read the enormous turnip and discuss how vegetables grow from small seeds. Watch for weather getting warmer and plant seeds in our garden area.</p> <p>Build a strong enough bridge for the three billy goats gruff to cross. Build bridges using large blocks and planks for children to cross.</p> <p>Use the three billy goats as a starting point to learning more about goats and other animals. Possible visit to farm/ West Boldon lodge..</p> <p>•“Mirror mirror on the wall...” Observe ourselves in mirrors, discuss what makes us unique.</p>		<p>* Name the planets.</p> <p>Teach that the moon and the sun aren't planets. Teach that the sun is in fact a star!</p>	
<p>Specific area: Expressive arts and design</p>	<p><u>Music/ Dance:</u></p>	<p><u>Music/ Dance:</u></p> <p>*Learn to sing a wide range of celebration</p>	<p><u>Music/ Dance:</u></p> <p>'Charanga' scheme of work to be covered,</p>	<p><u>Music/ Dance:</u></p> <p>'Charanga' scheme of work to be covered,</p>	<p><u>Music/ dance:</u></p> <p>'Charanga' scheme of work to be covered,</p>	<p><u>Music/ dance:</u></p> <p>'Charanga' scheme of work to be covered, introducing a</p>



Reception class long term plan

<p><i>This area of learning is of interest to Music, Art, DT, PE subject leaders.</i></p>	<p>*Nursery rhymes. Find a beat and clap as we sing. *Encourage children to sing in groups and on their own. *Use outdoor music station to make music, accompany singing and make sound effects. *‘Charanga’ unit 1, introducing a wide range of genres of music and teaching new songs. <u>Art, DT:</u> *Painting self-portraits. Observe faces in mirrors and discuss eye colour etc. Explore colour mixing to make correct skin colour. *Collage of our homes and animal homes using a variety of materials. *Modelling with reclaimed materials, eg to make a home for a small world figure. Teach joining techniques eg. how to use tape. *Owl baby paintings. *Oil pastel autumn/ Harvest pictures. *Use large construction to make model homes. Encourage</p>	<p>songs, esp. Christmas songs for our Nativity performance. *‘Charanga’ unit 2, introducing a wide range of genres of music and teaching new songs. Move to the music which we listen to and discuss how it makes us feel. *Listen and move to music from different cultures. Explore using and combining different movements. Work with a friend to come up with a short routine. Use percussion instruments to accompany this dancing. *Invent actions to match a range of celebration themed poems. <u>Art/ DT:</u> *Making decorations, eg paper chains for our role play area. Explore joining techniques eg glue, tape, string *Christmas cards, calendars and other celebrations crafts. *Painting winter pictures. Add glitter and other materials to create interesting textures. Work as a</p>	<p>introducing a wide range of genres of music and teaching new songs. Move to the music which we listen to and discuss how it makes us feel. Make up chants/ songs related to fairy tales, eg what could the gingerbread man chant as he runs away? What could the 3 little pigs sing to send away the big bad wolf? Work in pairs/ small groups to make up a Gingerbread man/ 3 little pigs dance. Use percussion instruments to accompany our dancing. Perform these dances. Chinese music and dancing <u>Art/ DT:</u> Collaborate to produce a frieze, eg of the gingerbread man’s journey. Design and make a cape for Red Riding Hood to keep her dry. Painting fairy tale characters. Chinese writing and lanterns</p>	<p>introducing a wide range of genres of music and teaching new songs. Move to the music which we listen to and discuss how it makes us feel. Listen to ‘Spring’ from ‘The four seasons’ by Vivaldi. How does it make us feel? What instruments can we hear in this music? What does it make us think of? Work with a partner to make up a spring dance to this music...we could be chicks hatching, lambs, flowers growing. Encourage chn to create their own piece of music entitled ‘Spring’. <u>Art/ DT:</u> Observational painting/ drawing of spring flowers/ chicks etc. Look at pictures and discuss how they could be made even better. Design and make an obstacle course for our chicks using safe materials such as cereal boxes. Collage butterflies. <u>Imaginative play:</u> •Provide resources in small world and role</p>	<p>introducing a wide range of genres of music and teaching new songs. Move to the music which we listen to and discuss how it makes us feel. Listen to space songs such as ‘Fly me to the moon’, ‘Sky full of stars’, ‘Rocket man’, ‘Walking on the moon’, ‘Space oddity’ etc. Use percussion instruments to make up our own ‘space’ music...music to accompany a rocket launch, music like stars etc. Walking on the moon dance. Work with a partner to create and perform a dance about a rocket launch. <u>Art/ DT:</u> Planet painting Use silver pens/ paint/ foil on black paper to create a space picture. Papier mache planets Alien painting Rocket models <u>Imaginative play:</u> *Build large space shuttle and re-enact</p>	<p>wide range of genres of music and teaching new songs. Move to the music which we listen to and discuss how it makes us feel. *Music from around the world. Listen to this music and make our own music. *Songs/ rhymes from different countries. <u>Art/ DT:</u> *Planet Earth collages *Large ‘Under the sea’ frieze where chn collaborate and contribute their own creations. * Printing with leaves to create rainforest backdrop. *Observational drawing of animals/ plants from around the world. *Sketching what we see in our summer school garden. <u>Imaginative play:</u> *Re-enact familiar stories in role play/ small world. Retell stories and explore vocab we have learned. Add our own ‘twists’ to these stories. *Use large construction to create mountains/ rainforests/ caves etc for our imaginary play. *</p>
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Reception class long term plan

	<p>collaborative work and discussion about how we could make our models even better.</p> <p><u>Imaginative play:</u> *Involve children in developing our role play home corner area. What resources would they like in there? Provide resources which will encourage imaginative play and language, eg telephone to encourage conversation, costumes which will help children get into role etc. Encourage chn to explore familiar situations. *Small world: (Familiar situations) Dolls house, Garage and cars.</p>	<p>group to make a large winter frieze</p> <p><u>Imaginative play:</u> Retell familiar stories in role play and small world play. Can they think of other things they would like the characters to do, eg the skeletons in Funnybones could have a birthday party, re-enact Kipper's party, tell story of 'One snowy night' etc. Introduce resources into role play/small world area to enable chn to retell familiar stories in their play.</p>	<p>Design and build strong houses for the three little pigs</p> <p><u>Imaginative play:</u> Involve children in developing our role play area. Link to a fairy tale, eg. The three bears cottage or the giant's castle. What resources would they like in there? Provide resources which will encourage imaginative play and language, eg telephone to encourage conversation, costumes which will help children get into role etc. Encourage chn to act out story lines from familiar fairy tales in their role play/ small world play. Can they add their own ideas to change things up, eg Red Riding hood and the wolf could be friends and plan a surprise for Grandmother.</p>	<p>play areas to encourage chn to develop storylines in their imaginative play. Link small world resources to our focus stories and theme of 'spring and growth' eg. toy chicks, bunnies, farm animals, foxes etc.</p>	<p>moon landings or stories such as 'Whatever next'. *Rocket and space figures in small world area. *Involve children in developing our role play area. Should we make it a rocket? Develop a rocky 'moon' area outdoors. Teach the vocab which the children can use.</p>	
<p>RE <i>This area is of interest to RE, English, Art,</i></p>	<p>RE topic: "Myself" Prior learning: children will have experience of being part of a family Learning outcomes</p>	<p>RE topic: "Birthdays" Prior learning: children will have the experience of celebrating birthdays at home</p>	<p>RE topic: "Celebrating" Prior learning: children will have experienced celebrations at home Learning outcomes:</p>	<p>Continue with 'Gathering' topic.</p>	<p>RE topic: "Good news" Prior learning: The ways in which we grow and that Lent is a time to grow more like Jesus and look forward to Easter.</p>	<p>Other faiths week: Islam. RE topic: "Our World"</p>



Reception class long term plan

<p><i>PSED subject leaders.</i></p>	<ul style="list-style-type: none"> The importance of my name – Explore God knows and loves me and each one by name – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>(Activities include: Learning the names of everyone in the class, sharing names of those important to us, using our names as we pray, writing our names in hearts to hang on a tree as a prayer focus.)</p> <p>RE topic: “Welcome”</p> <p>Prior learning: children will have experience of belonging to a family and to a nursery/class group</p> <p>Learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> What it is to welcome and be welcomed – Explore Baptism: a welcome to God’s family – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Learning outcomes:</p> <ul style="list-style-type: none"> what a birthday is; waiting for a birthday – <i>Explore</i> <ul style="list-style-type: none"> Advent: looking forward to Christmas, the birthday of Jesus – <i>Reveal</i> <p>Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p> <p>(Activities include: Role playing a birthday party, Display photos of children’s birthday celebrations, Discuss getting ready for a new baby, Make advent wreaths, Daily advent acts of kindness, Learn Hail Mary, Christmas preparations.)</p> <p>OTHER FAITHS WEEK: JUDAISM</p>	<ul style="list-style-type: none"> what a celebration is – Explore how the parish family celebrate – Reveal <p>*acquire the skills of assimilation celebration and application of the above – Respond</p> <p>(Activities include: Holding a celebration in class; Arrange a visit to St. Gregory’s church if possible; Read, discuss and role play the story of ‘The Presentation’.)</p> <p>RE topic: “Gathering”</p> <p>Prior learning: what a celebration is and that the parish family celebrates in church</p> <p>Learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> how and why people gather together – Explore the joy of gathering together to celebrate at Mass – Reveal <p>* Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Topic 6: “Growing”</p> <p>Prior learning: experience of activities that are good to do together</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> Spring is a time when things begin to grow – Explore Lent – a time to grow in love to be more like Jesus and to look forward to Easter – Reveal <p>*Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Some questions of meaning and purpose: How do things grow? What do things need to grow? How do I grow ‘Inside’?</p> <p>Core vocab: Grow, spring, different, Lent, Good Friday, cross, Easter Sunday</p>	<p>Learning outcomes:</p> <p>Know and understand:</p> <ul style="list-style-type: none"> That everyone has Good News to share – Explore Pentecost: the celebration of the Good News of Jesus – Reveal <p>*Acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>(Activities include: Set up a ‘Good news’ board’, Read the story of Pentecost, Make windmills to feel the power of the wind)</p> <p>RE topic: “Friends”</p> <p>Prior learning: that everyone has good news, and that Pentecost is the celebration of the Good News of Jesus</p> <p>This topic learning outcomes: Know and understand:</p> <ul style="list-style-type: none"> We can make friends – Explore Jesus had good friends; what Jesus tells us about friendship – Reveal <p>*Acquire the skills of assimilation, celebration and application of the above – Respond</p>	<p>Prior learning: we can make friends and Jesus had good friends</p> <p>This Topic: learning outcomes</p> <p>Know and understand:</p> <ul style="list-style-type: none"> what we love and wonder about our world – Explore God gave us this wonderful world – Reveal <p>*acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Some questions of meaning and purpose: The wonder of the world Who made the world? How can I take care of the world?</p> <p>Activities include: Use CAFOD Global A-Z photo pack, draw and write on paper hearts what we love about the world, Make a wonder wall where we write on paper bricks what we wonder about the world, Share story of Creation, collaborate to make a frieze of the wonderful world.)</p>
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Reception class long term plan

	(Activities include make welcome sign for the classroom or welcome cards, Paint our families, set up role play area to reflect our families emphasising that all families are different, re-enact baptism, make baptismal candles.)		(Activities include: Playing collaborative games; Invite an altar server to discuss how they welcome people into church; Read, discuss and role play story from the Gospel (Mark 10: 13,14-16); Practise how to respond to the Gospel.)		(Activities include: Share God's story 2 p 66, Make friendship chains, God's story 2 p72-73, Make friendship cards, Discuss what we wonder about friendship.)	
British Values	<p><u>Democracy:</u> *Select stories by voting. Why is this fair? *Encourage children to make decisions together, for example, when sharing a large train set. <u>Rule of law:</u> *Include children in developing class rules. Why are rules important? * Encourage children to take turns, share and cooperate. <u>Individual liberty:</u> *Ensure that all children engage in a wide range of activities and are not limited by gender or other stereotypes. <u>Mutual respect and tolerance of different faiths and beliefs:</u> *Discuss similarities and differences</p>	<p><u>Democracy:</u> *Use circle time as a time to promote turn taking, to encourage children to listen to each other and to value the contributions of others. <u>Rule of law:</u> *Encourage and support children with learning about right from wrong. * Help children to understand their own and others' behaviour and feelings, as well as the consequences of their actions. <u>Individual liberty:</u> * Provide opportunities to develop children's self-esteem and confidence in their own abilities. Encourage them to develop a positive sense of themselves and to</p>	<p><u>Democracy:</u> *Vote which fairy tale to read <u>Rule of law:</u> *Discuss behaviour and actions of characters in fairy tales. <u>Individual liberty:</u> *Right from wrong, discuss actions in fairy tales. *Resolving conflict. How we should act/ react when we don't like what is happening. Importance of saying 'No' when you are uncomfortable. <u>Mutual respect and tolerance of different faiths and beliefs:</u> *Learn about importance of respecting and valuing the opinions of others. *Challenge stereotypes in</p>	<p><u>Democracy:</u> *Taking turns to look after our chicks/ caterpillars/ tadpoles. *Voting on decisions regarding the chicks. <u>Rule of law:</u> *Rules for treating animals carefully and with respect. *Respecting other people, our environment, pets. *Learn our school motto. <u>Individual liberty:</u> *Encouraging children to have the confidence to say when a situation makes them uncomfortable, eg. handling animals. <u>Mutual respect and tolerance of different faiths and beliefs:</u> *Other faiths' week focus on Islam.</p>	<p><u>Democracy:</u> *Vote on what we want our role play area to be. <u>Rule of law:</u> *Rules for using our role play area and outdoor moon area. Why must we all agree to follow these rules? <u>Individual liberty:</u> * Use a range of historical figures which reinforce that people of all genders/ skin colour/ religion etc can be astronauts (Mae Jemison). *Ensure that children know that rockets and space figures are not 'boys toys'. <u>Mutual respect and tolerance of different faiths and beliefs:</u> *Encourage children to see themselves as part of a</p>	<p><u>Democracy:</u> *Importance of valuing each other's opinions and views. *Listening to each other when talking. *Agreeing to disagree. <u>Rule of law:</u> *Learn what the Y1 rules are. Agree these rules with Y1 staff. <u>Individual liberty:</u> *Encourage children to ask questions and offer opinions. Ensure they know that their questions and opinions will be respected. *Help children to understand that our classroom and, moving forwards, our school, is a safe space where the children can be who they want to be. At St. Gregory's we are respectful. <u>Mutual respect and tolerance of different faiths and beliefs:</u> *Celebrate differences. They make us special.</p>



Reception class long term plan

	between individuals and families. Emphasise that differences should be celebrated.	celebrate their personal achievements. <u>Mutual respect and tolerance of different faiths and beliefs:</u> * Help children to learn about celebrations from other faiths and cultures. Encourage children to share their own experiences and respond to the experiences of others. *Learn about Judaism in 'other faiths' week.	fairytales by reading alternative versions such as 'Prince Cinders' by Babette Cole		wider community-we all share planet Earth.	*Learn about people from all different parts of our wonderful world. *CAFOD resources.
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