

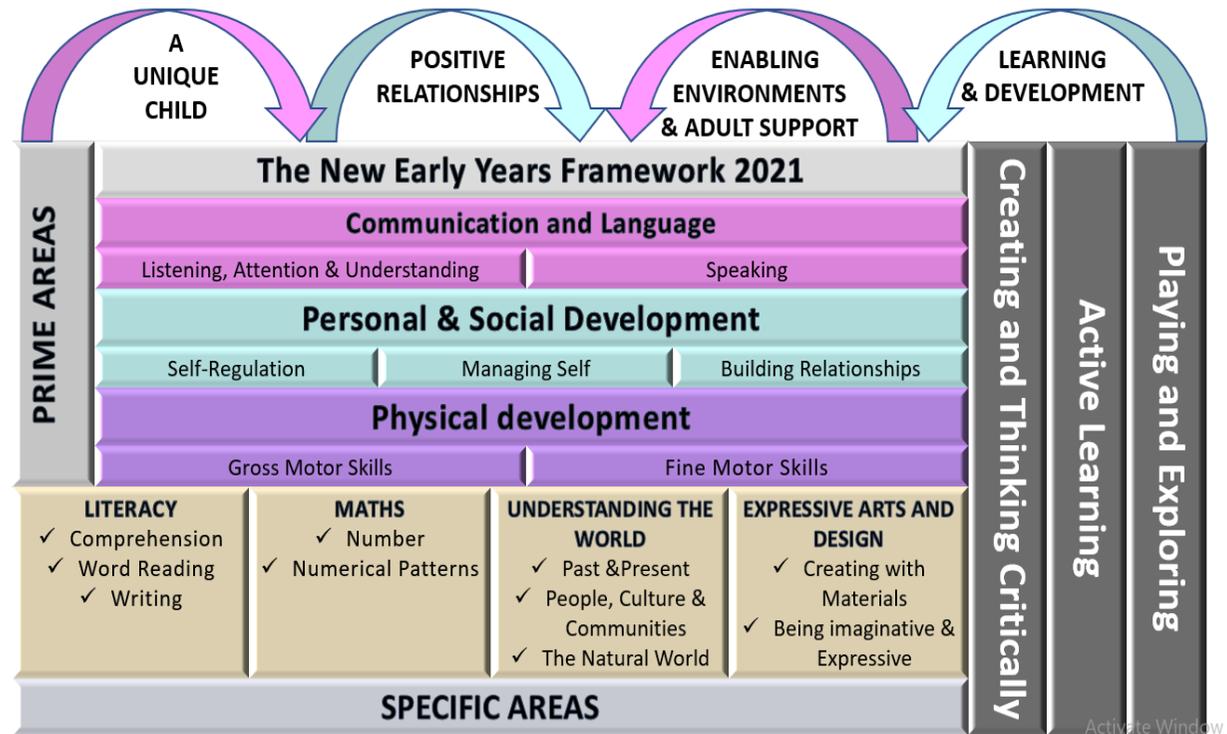
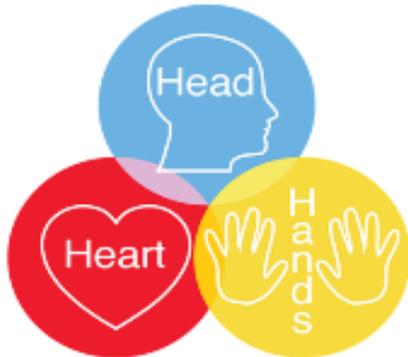


“At Bursley Academy, we aim to ‘Make Learning Irresistible’. This runs through everything we do, from lessons, our learning environment both indoors and outdoors to visits and visitors. Our school is an amazing place to be and the staff and children are all very proud to be part of the Bursley Academy Pride!

Children feel valued and loved in school and staff pride themselves on building strong relationships with both parents/carers and children. We teach literacy and maths to a high standard and children make excellent progress throughout the EYFS. We treat every child as an individual and are committed to the development of the ‘whole child’. We want children to enter KS1 happy, self-assured, independent learners with a thirst to learn and the confidence to know that they can do anything they want to do and that we will support them on their journey”

The EYFS Team at Bursley Academy

Reception Long Term Plan 23-24





Reception Long-Term Plan 2023-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes NB: These themes may be adapted at various points to allow for children's interests	Everyone Welcome Starting school / my new class / New Beginnings My family / /relationships/feelings What am I good at?/ PSED focus/ Families/ Superheroes/ Harvest/ Autumn/ Weather/ Seasons/ Art & Design focus – Harvest Van Gogh	Let's Celebrate Bonfire night/ Diwali / Remembrance celebrations Traditional tales The Nativity Christmas Lists Letters to Father Christmas Weather/ Seasons - Winter	Out of this World! Space/ Dinosaurs Arts & Design focus A Starry Night Van Gogh	All things great and small The great outdoors Plants & Flowers Weather / seasons Planting beans/seeds/ Life cycles In the pond animals Easter	Amazing Animals Where do we live in the UK / world? Where do animals live? Traditional tales	Summertime Where in the world shall we go? Send me a postcard! Seasides in the past Compare: Now and then! Seaside art Art & Design – Sunflowers Van Gogh Reduce, Reuse & Recycle



Reception Long-Term Plan 2023-24

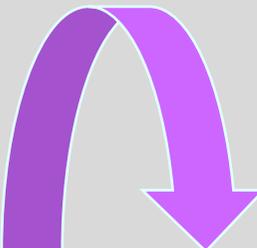


<p>High quality Texts</p>	<p>0: The Black Dog (whole school)</p> <p>1: All about Families</p> <p>2: The Invisible String</p> <p>3: Supertato / Harvest</p> <p>4: There's a superhero in your book</p> <p>5: A superhero like you</p> <p>6: The leaf thief</p> <p>7: Leaf Hunt</p>	<p>1. Diwali – Rama and Sita / Remembrance Day</p> <p>2. Three Little Pigs</p> <p>3. Goldilocks and Three Bears</p> <p>4. Little Red Riding Hood</p> <p>5. Nativity</p> <p>6. One Snowy Night</p> <p>7. Jolly Postman Christmas</p>	<p>1. Aliens love underpants</p> <p>2. Space (non-fiction)</p> <p>3. Harry and the bucketful of dinosaurs</p> <p>4. How to look after your dinosaur</p> <p>5. Dinosaurs (non-fiction)</p>	<p>1. Jasper's Beanstalk</p> <p>2. The Growing Story</p> <p>3. Book Week – children's favourites</p> <p>4. Kipper's Little Friends</p> <p>5. Oi Frog</p>	<p>1. Handa's Surprise</p> <p>2. Lost and Found</p> <p>3. Snail and the Whale</p> <p>4. The Ugly Duckling</p> <p>5. 3 Billy Goats Gruff</p> <p>6. Jack and the Beanstalk</p> <p>7. Gingerbread man</p>	<p>1. Hello Summer</p> <p>2. What the Ladybird heard at the Seaside</p> <p>3. Beauty and the Beast</p> <p>4. Toy Story</p> <p>5. Moana</p> <p>5. Sport's Day</p> <p>6. Famous Sports People</p>
<p>'Wow' moments / Enrichment</p>	<p>Autumn Walk</p> <p>Traditional tale dress up</p> <p>Harvest Donation – 29th September</p> <p>Nurse / police officer / vet / Dentist / firefighter visit</p>	<p>Diwali / Guy Fawkes / Bonfire Night</p> <p>Remembrance day</p> <p>Christmas Time / Nativity / Santa</p> <p>Minibus trip around the local area - Map work</p>	<p>Bedtime Stories</p> <p>National Storytelling week 30th Jan-6th Feb</p> <p>Library Visit</p>	<p>Frog Spawn in classroom</p> <p>Weather experiments</p> <p>Weather Forecast videos</p> <p>Mother's Day</p> <p>World Book Day 7th March</p> <p>Easter bonnet parade / egg rolling / decorating</p>	<p>Food tasting – different cultures</p>	<p>Prince and Princess Dance Ball – dress up</p> <p>Sports Day</p> <p>Father's Day</p> <p>End of year family picnic</p>



Reception Long-Term Plan 2023-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Everyone Welcome	Let's Celebrate	Out of this world!	All things great and small	Amazing Animals	Summertime
COEL Over Arching Principles 	<p style="text-align: center;">Characteristics of Effective Learning</p> <p>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</p> <p>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.</p> <p>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.</p> <hr/> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Bursley Academy, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. EYFS Team</i></p> <p style="text-align: center;"><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></p>					



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Everyone Welcome	Let's Celebrate	Out of this world!	All things great and small	Amazing Animals	Summertime
Values These link to our class/whole school assembly	Values: Kindness & Self-belief Books: Kindness: Dogger, Room on the broom The Giving Tree Self-belief: Gruffalo How to Catch a Star	Values: Honesty & Independence Books: Honesty: Do unto otters Independence: Iggy Peck architect Lost and Found The missing Piece The Way back Home	Values: Respect & Resilience Books Respect: Bog Baby Little Rabbit Foo Foo The Great Kapok Tree Tusk Tusk Resilience: Peace at last After the Storm Peter and the wolf Monkey Puzzle The Way Back Home	Values: Responsibility & Curiosity Books Responsibility: One world Bog baby The great kapok Tree Curiosity: The mole who knew it was non on his business	Values: Re-cap on all 6	Values: Re-cap on all 6



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Everyone Welcome	Let's Celebrate	Out of this world!	All things great and small	Amazing Animals	Summertime
British Values Circle Time These link to our class/whole school assembly	<p>Mutual respect We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. Done through celebrations</p>	<p>Rule of law We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. Class rules</p>	<p>Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different.</p>	<p>Democracy We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p>	<p>Recap all British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>



Reception Long-Term Plan 2023-24



Assessment opportunities	In-house - Baseline data on entry National Baseline data by end of term Phonics assessments EYFS team meetings	On going assessments Pupil progress meetings Parents evening info EYFS team meetings Internal moderation with Reception End of term Assessments Phonics assessments Key word assessments Cluster Moderation	EYFS team meetings Internal moderation with Nursery	Pupil progress meetings Parents evening info EYFS team meetings End of term Assessments Phonics assessments Key word assessments Cluster Moderation	EYFS team meetings Internal moderation with KS1 County Data	Pupil progress meetings Reports Phonics assessments Key word assessments EYFS team meetings End Of Year data Cluster Moderation
Parental Involvement	Welcome meeting Harvest donation Phonics/Reading workshop Maths workshop Visit from parents for jobs	Learning Book Involvement Nativity Parents Evening Parents to read traditional tales – mystery readers	Learning Book involvement Come Learn With Me morning	Learning Book involvement Parents Evening Mothers Day Craft Easter bonnet parade	Learning Book involvement Come Learn with me afternoon End of Year Expectations meeting	Learning Book involvement Parents Evening drop in Fathers Day Sports Day Prince and Princess Dance Ball End of year family Picnic



Reception Long-Term Plan 2023-24



Diversity Texts to be read throughout the year during story time sessions

Different families	Cultural diversity	Physical disabilities
<p>My pirate mums My two grandads The girl with two dads We are family More people to love me Our class is a family Love makes a family Heather has two mummies The big book of families</p>	<p>Maisie's scrapbook Hats of faith The jasmine sneeze Golden domes and silver lanterns</p>	<p>Its ok to be different When Charlie met Emma Only one you Don't call me special Happy to be me Millie gets her super ears</p>



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Communication and Language Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.	<p>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.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions,, EYFS productions, NELI and WellComm interventions. Daily story time using high quality texts (from the EYFS brilliant reads list/ or vote for a book)	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Word of the day Model talk routines through the day. For example, arriving in school</p>	<p>Tell me a story! Develop vocabulary: Word of the day Discovering Passions Tell me a story - retelling stories Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Develop vocabulary: Word of the day Using language well Ask's how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. I can describe events Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Explain to me! Word of the day : explore vocab Reciting poems and songs I can learn and recite, poems and songs: Rhyme of the week Tell me a story - retelling stories Articulate a life cycle I can listen to and engage in and talk about selected non-fiction I can articulate my ideas and thoughts into well-formed sentences I ask questions to find out more I can describe events in some detail: frog life cycle</p>	<p>Can you recount an event? Word of the day : Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can listen to, engage in and talk about non-fiction</p>	<p>Tell me about differences? Word of the day : Explore Vocab I can learn and recite, poems and songs: Rhyme of the week I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school year (end of year video)</p>



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General Themes	Everyone Welcome	Let's Celebrate	Out of this world!	All things great and small	Amazing Animals	Summertime
Personal, Social and Emotional Development Managing Self Self-regulation Making relationships	<p>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.</p>					
	<p><u>Me and My Relationships</u> All about me What makes me special Me and my special people Who can help me? (self-regulation) Me and my feelings (naming different feelings, thinking about how to feel with 'not so good feelings', know some self-care techniques) Know that some actions and words can hurt others feelings. Handwashing Class rules: Behavioural expectations in the class/boundaries set</p>	<p><u>Valuing Difference</u> I'm special you're special Same and different Same and different families Same and different homes I am caring Kind and caring Keeping myself safe outdoors I know what it means to be respectful and to be treated with respect Independence</p>	<p><u>Rights and responsibilities</u> Looking after my special people: I know that caring relationships are at the heart of happy families Looking after my friends: I know what makes a good friend Being helpful at home and caring for our classroom Caring for our world Looking after money</p>	<p><u>Keeping myself safe</u> What's safe to go in my body? Keeping myself safe Safe indoors and outdoors Listening to my feelings Keeping safe online People who help to keep me safe Healthy eating Importance of Exercise Being kind to living creatures/ Taking care of animals</p>	<p><u>Growing and changing</u> Life stages, human life stage, who will I be? Where do babies come from? Getting bigger Me and my body, girls and boys My body</p>	<p><u>Being my best</u> Bouncing back when things go wrong: resilience Yes I can: confidence and resilience Choices we make – right and wrong Transition into Year 1 Year 1 readiness</p>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Everyone Welcome	Let's Celebrate	Out of this world!	All things great and small	Amazing Animals	Summertime
Physical development Fine Motor Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. Daily opportunities for Fine Motor Activities Gross Motor Continuously check the gross motor development of the children and provide interventions to support if needed Weekly Cosmic Kids Yoga Lesson	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 .					
	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on	Threading, cutting, weaving, playdough, Fine Motor 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.	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / zips Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
	Fundamental movement skills – Locomotor skills Stoke City – Locomotor skills and Ball skills Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills Ball skills: throwing, catching, kicking		Fundamental movement skills – Ball Skills Stoke City – Balance (Gymnastics) and Locomotor skills Move energetically Copy basic actions Balance Core muscle strength		Fundamental movement skills – Dance Stoke City – Ball skills and Sports Day practice Follow the rules of a game I can join in with a game Move to music Negotiate space I can perform teacher led warm ups Running skills	



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Using different sized balls
Follow the rules of a game
Jumping and landing
Awareness of space

Agility
Sports day



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General Themes	Everyone Welcome	Let's Celebrate	Out of this world!	All things great and small	Amazing Animals	Summertime						
Literacy	<p>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)</p>											
Comprehension							<p>- Developing a passion for reading Children will visit the library weekly</p>					
Word Reading							<p>Children will be working on The Little Wandle Phonics Programme</p>					
	<p>I can show a preference for a book, song or rhyme. I can handle books correctly and follow print left to right, top to bottom</p>	<p>I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes I can locate the front cover, blurb, title</p>	<p>I can show interest and answer simple questions about the text I use words that I know to check my reading makes sense I can recognise words that rhyme I can locate the front cover, blurb, author, illustrator, title</p>	<p>I can demonstrate understanding when talking about what I have read I can repeat words or phrases to check my reading Know the difference between fiction and non-fiction</p>	<p>I am beginning to notice if my reading makes sense and looks right I think about what I already know to help me with my reading I can say rhymes by heart I can sometimes notice errors I know that illustrations can help me make sense of my reading Know the difference between fiction and non-fiction</p>	<p>I can demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG) I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)</p>						
	<p>Phonic Sounds: Whole class Letter – has a name and a sound Phonics – how we learn to read</p>	<p>Phonic Sounds: Whole class Digraph – two letters that make one sound I can link most sounds to letters I am beginning to blend and segment in</p>	<p>Phonic Sounds: Differentiated groups Trigraph – 3 letters that make one sound Word – a group of letters that mean something</p>	<p>Phonic Sounds: Differentiated groups I can read and understand simple sentences I can use phonic knowledge to read</p>	<p>Phonic Sounds: Differentiated groups I can read phase 3 words (decodable and tricky) I can say a sound for each letter in the</p>	<p>Phonic Sounds: Differentiated groups End of term assessments Transition work with Year 1 staff</p>						



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	<p>I can segment and blend words orally</p>	<p>order to read vc and cvc words I can read some Phase 2 words including some tricky words</p>	<p>I can read with 1-1 correspondence I can read some common irregular words (Phase2/3) I can link all sounds to letters I can solve simple words by blending sounds and I check what I read makes sense and sounds right</p>	<p>and decode regular words I can read all Phase 2 words I can read some of Phase 3 words</p>	<p>alphabet and at least 10 digraphs (ELG) I can read words consistent with my phonic knowledge by sound blending (ELG) I can re-read books showing increased accuracy and fluency</p>	
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Reception Long-Term Plan 2023-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Everyone Welcome	Let's Celebrate	Out of this world!	All things great and small	Amazing Animals	Summertime
Writing	<p>Texts as a Stimulus:</p> <p>0: The Black Dog (whole school)</p> <p>1: All about Families</p> <p>2: The Invisible String</p> <p>3: Supertato / Harvest</p> <p>4: There's a superhero in your book</p> <p>5: A superhero like you</p> <p>6: The leaf thief</p> <p>7: Leaf Hunt</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Name writing</p> <p>Shopping lists,</p> <p>Writing initial sounds and simple words. Names</p> <p>Labels.</p> <p>Writing for a purpose in role play</p> <p>PHASE WORDS</p>	<p>Texts as a Stimulus:</p> <p>1. Diwali – Rama and Sita /Remembrance Day</p> <p>2. Three Little Pigs</p> <p>3. Goldilocks and Three Bears</p> <p>4. Little Red Riding Hood</p> <p>5. Nativity</p> <p>6. One Snowy Night</p> <p>7. Jolly Postman Christmas</p> <p>Recount, Name writing, labelling, talk for writing block, story scribing.</p> <p>Retelling stories, letter writing (Stick Man, to Santa)</p> <p>Writing tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>PHASE WORDS</p>	<p>Texts as a Stimulus:</p> <p>1. Aliens love underpants</p> <p>2. Space (non-fiction)</p> <p>3. Harry and the bucketful of dinosaurs</p> <p>4. How to look after your dinosaur</p> <p>5. Dinosaurs (non-fiction)</p> <p>'Wow words'</p> <p>Rhyming words/sentences</p> <p>Instructions</p> <p>Captions</p> <p>Writing recipes, lists, fact files</p> <p>PHASE WORDS</p>	<p>Texts as a Stimulus:</p> <p>1. Jasper's Beanstalk</p> <p>2. The Growing Story</p> <p>3. Book Week – children's favourites</p> <p>4. Kipper's Little Friends</p> <p>5. Oi Frog</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.</p> <p>Labels and captions – life cycles</p> <p>Character descriptions. Order the Easter story</p> <p>Recount – A trip</p> <p>PHASE WORDS</p>	<p>Texts as a Stimulus:</p> <p>1. Handa's Surprise</p> <p>2. Lost and Found</p> <p>3. Snail and the Whale</p> <p>4. The Ugly Duckling</p> <p>5. 3 Billy Goats Gruff</p> <p>6. Jack and the Beanstalk</p> <p>7. Gingerbread man</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.</p>	<p>Texts as a Stimulus:</p> <p>1. Hello Summer</p> <p>2. What the Ladybird heard at the Seaside</p> <p>3. Beauty and the Beast</p> <p>4. Toy Story</p> <p>5. Moana</p> <p>5. Sport's Day</p> <p>6. Famous Sports People</p> <p>Non-fiction Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.</p> <p>Innovation of familiar texts Using familiar texts as a model for writing own stories.</p>
<p>Text focus used across the year</p> <p>Texts may change due to children's interests</p> <p>Twice a year a text is chosen for a whole school approach</p>						



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Maths	<p>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.</p>					
White Rose Maths <i>"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers."</i> – Shakuntala Devi	Baseline – 3days / 1 week Key times of the day Class routines Match, Sort, Compare (2 weeks) Talk about measure and patterns (2 weeks) It's me 1,2,3 (2 weeks)	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles & Spatial awareness Shapes with 4 sides	Introducing 0 Comparing numbers to 5 Composition of 4 and 5 Mass and capacity 6,7,8 Making pairs Combining two groups Length and height Time	9 and 10 Comparing numbers to 10 Number bonds to 10 3D shape Pattern Consolidation (respond to what they need more support with)	Building numbers beyond 10 Counting patterns/spatial reasoning Adding more x2 weeks Taking away x2 weeks Compose and decompose	Doubles Sharing and grouping Odd and Even Spatial reasoning Deepening understanding x2 weeks Patterns Mapping Consolidation



Reception Long-Term Plan 2023-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Everyone Welcome	Let's Celebrate	Out of this world!	All things great and small	Amazing Animals	Summertime
<p>Computing</p> <p>Our aim is that children leave Bursley Academy:</p> <ul style="list-style-type: none"> - having had their lessons brought to life through ICT - as responsible digital citizens who are able to make the most of opportunities presented by the changing digital world - thinking about the safe use of the internet before accessing online material and know who to turn to for help when needed - being able to confidently debug and solve problems 	<p>E-Safety – Digital Literacy - Health, Wellbeing and Lifestyle</p> <p>I can identify rules that help keep us safe and healthy in and beyond the home when using technology.</p> <p>I can give some simple examples.</p>	<p>Computer Science – Coding/ Programming</p> <p>I can input a simple sequence of commands to control a digital device with support (Bee Bot)</p>	<p>Information Technology – Augmented Reality and Virtual Reality</p> <p>I can scan a QR code.</p> <p>I can explore a 360 image.</p> <p>I can talk about AR objects in my class</p>	<p>Information Technology – Video Creation</p> <p>I know the difference between a photography and video.</p> <p>I can record a short film using the camera</p> <p>I can record and play a film</p> <p>I can watch films back</p>	<p>Information Technology – Word Processing/ Typing</p> <p>I can play on a touch screen game and use computers/keyboards/mouse in role play</p> <p>I can type letters with increasing confidence using a keyboard and tablet.</p> <p>I can dictate short, clear sentences into a digital device.</p>	



Reception Long-Term Plan 2023-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Everyone Welcome	Let's Celebrate	Out of this world!	All things great and small	Amazing Animals	Summertime
<p>Understanding the world RE / Festivals</p> <p>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. I can describe people who are familiar to me Show interest in the lives of other people who are familiar to me I can recognise that people have different beliefs and celebrate special times 	<ul style="list-style-type: none"> Guy Fawkes: compare and contrast character from stories, including figures from the past: looking at clothes I can talk about significant events in my own experience I can recognise and describe special times or events for family or friends I can draw a simple map Changing seasons: winter Ice experiments I have explored google earth 	<ul style="list-style-type: none"> Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Recognising that people have different beliefs Respecting difference Talk about lives of people around us Talk about experiences at different points in the year (class calendar for each month) 	<ul style="list-style-type: none"> I can describe special events (Easter) Growth & Change: ducks and frog life cycle Environment: care can concern: chicks I can tell you what a plant needs to grow (growing the beanstalk) I can understand the key features of the life cycle of a plant and animal Listen to children describing and commenting on things they have seen whilst 	<ul style="list-style-type: none"> I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects Knowing there are different countries in the world Similarities and differences between countries/environments Maps of our journey to school/looking on Google Earth: features of local environment, maps of local area comparing places on Google Earth: how are they similar/different? Animals around the world – habitats 	<ul style="list-style-type: none"> Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad compare and contrast past and present. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. I can draw information from a simple map



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	<ul style="list-style-type: none"> in different ways Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Being part of a community Seasons and Weather Harvest 	<ul style="list-style-type: none"> I understand the effects of changing seasons on the world around me Seasons and Weather Bonfire Night/ Diwali/ Remembrance/ Christmas 	<ul style="list-style-type: none"> What makes us unique – likes and dislikes Space and Dinosaurs 	<p>outside, including plants and animals.</p> <ul style="list-style-type: none"> Traditions and ways of life – similarities and differences Growth & Change: I can show care and concern for living things in the environment <p>Easter/ Mother's Day</p>		<ul style="list-style-type: none"> I can talk about ways in which I can look after the environment Seasons and Weather <p>Father's Day</p>
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Reception Long-Term Plan 2023-24



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Everyone Welcome	Let's Celebrate	Out of this world!	All things great and small	Amazing Animals	Summertime
Expressive Arts and Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>					
<p><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i></p> <p><i>Work will be displayed in the classroom lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i></p>	<p>Join in with songs</p> <p>Build stories around toys (small world) use available props to support role play</p> <p>Build models using construction equipment.</p> <p>Junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms. Play pitch matching games,</p>	<p>Use different textures and materials to make firework pictures</p> <p>Listen to music and make their own dances in response.</p> <p>Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Shadow Puppets Teach children different techniques for joining materials,</p>	<p>Van Gogh Starry Night: I can produce a piece of artwork using an artists style as a stimulus</p> <p>I can explore how colour can be changed</p> <p>I can talk about a famous artist.</p> <p>Beginning to mix colours</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>I can recognise, create and describe pattern</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Mother's Day crafts</p> <p>Encourage children to create their own music.</p> <p>Easter crafts printing, patterns on Easter eggs</p> <p>Rubbings of leaves/plants</p> <p>I can combine media to make a collage (collage)</p>	<p>Junk modelling – animals</p> <p>Animal patterns and prints.</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Exploration of other countries – dressing up in different costumes</p> <p>Sculptures</p>	<p>Flowers-Sun flowers (Van Gogh)</p> <p>Father's Day Crafts</p> <p>Making models from recycled materials: link to keeping our sea clean</p> <p>Using clay to make a coil pot (link to the curled shell in Sharing a Shell)</p> <p>Making Moana boats</p>



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	<p>humming or singing</p> <p>To draw a self-portrait (enclosing lines): draw definite features</p> <p>To do an observational drawing</p> <p>Feelings: taking photos of children acting out emotions</p> <p>Van Gogh –Harvest</p>	<p>such as how to use adhesive tape and different sorts of glue</p> <p>Role Play of The Nativity</p> <p>Making a stick man using natural objects</p> <p>Music: Christmas Songs – a tune is a melody and pitch is the way a noise may sound high or low</p>		<p>Pastel drawings, Life cycles,</p> <p>Create collaboratively: making 3d frog life cycle: papier mache: working in pairs</p> <p>Easter songs</p>		
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Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding 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</p> <p>ELG: Speaking 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</p>	<p>ELG: Self-Regulation 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.</p> <p>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p>ELG: Gross Motor Skills 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.</p> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>	<p>ELG: Comprehension 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.</p> <p>ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending.</p>	<p>ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns Verbally count beyond 20,</p>	<p>ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-</p>	<p>ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs;</p>

<p>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.</p>	<p>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.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>recognising the pattern of the counting system;</p> <p>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>fiction texts and – when appropriate – maps.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
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