










# Catbells Long Term Plan 23-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Magical Me & My Fantastic Family	The Gruffalo's Friends	Superheroes	The Adventures of Tractor Tom	Pirates	My Wonderful World
Understanding the world	<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>					
<p>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>	<ul style="list-style-type: none"> <li>Identifying their family. Commenting on photos of family; naming who they can see and of what relation they are to them</li> <li>Talk about what they do with their family - similarities and differences make comparisons between other families. Name and describe people who are familiar to them.</li> <li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li> <li>Think about birthday celebrations and their significance</li> <li>Parts of our bodies – how to keep our bodies safe eg cycling / walking to school. Senses (link to Red Riding Hood) and Autumn changes, fruits, harvest. Baking Gingerbread men / bread</li> <li>What can we do now that we couldn't do when we were a baby. How has our body grown and changed? How might it develop as we get older?</li> <li>Significance of harvest and it's importance</li> <li>Our Pets and their needs – pet visits</li> <li>Grandparents – what was it like when they were young? Look at pictures, host a grandparents afternoon</li> </ul>	<ul style="list-style-type: none"> <li>What can we do here to take care of wild animals near our home?</li> <li>Making sense of different environments and habitats</li> <li>Explore the wood on a Gruffalo trail</li> <li>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives</li> <li>Changes in the leaves, weather, seasons,</li> <li>Explore the world around us and see how it changes as we enter late Autumn / Winter. Provide opportunities for children to note and record the weather</li> <li>Look for children incorporating their understanding of the seasons and weather in their play</li> <li>Christmas celebrations possible comparisons in beliefs</li> <li>Links to sound and light / light &amp; dark - fireworks</li> </ul>	<ul style="list-style-type: none"> <li>Begin with what the children know about the people that help them– family, staff at school, (Chloe's mum) Co-Op, refuse collectors, doctors, emergency services firemen, police</li> <li>Introduce the children to recycling (food rubbish) and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us</li> <li>Use the Natural world around them in outdoor ed to link litter picking / food – hot chocolate &amp; marshmallows</li> <li>Role Play Health Clinic</li> <li>What we can we do to keep ourselves healthy – food, exercise, sleep. Oral hygiene</li> <li>Visit to Shap surgery, (Mila' &amp; Luke's mum) visit from a health visitor / dental assistant (Ernie's mum)</li> <li>Learn about 'humans' and changes throughout a life time. Think about how we should look after ourselves: dentist / nurse etc Explore senses link to foods</li> </ul>	<ul style="list-style-type: none"> <li>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and head the natural world around them during hands-on experiences</li> <li>The importance of farming to the local community arable and animal – possible visit to water's farm (Ernie's grandparents)</li> <li>Match animals and their young Lamb visit – Sue Mallinson</li> <li>What food is made in this country what are food are produced locally?</li> <li>Make shepherds pie /shortbread</li> <li>Listen to children describing and commenting on things they have seen or tasted</li> <li>What do crops and plants need in order to grow?</li> <li>What machines are used on farms? Tractor visits – Ernie / Jacob</li> <li>Links to the past - How have things change in farming?</li> </ul>	<ul style="list-style-type: none"> <li>Can children talk about holidays and where they would like to travel to if they were pirates?</li> <li>Encourage an interest in contrasts such as wet / dry, hard / soft, hot / cold, heavy / light</li> <li>Explore materials and their properties eg water proof, float, sink, magnetic etc.</li> <li>Making boats &amp; visits to the river to float them inc Water safety - RNLI</li> <li>Explore simple maps to find treasure</li> <li>Visit to Greenands Farm Village – Pirate &amp; Mermaid Adventure – links to planting and growing</li> <li>The importance of looking after the oceans – how can we help?</li> <li>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> <li>Growing and planting</li> <li>Lifecycles – raise ladybird lave – the importance of insects and pollination</li> </ul>	<ul style="list-style-type: none"> <li>Discover needs of animals and make comparisons</li> <li>Nature walks and discoveries of signs of life in our environment</li> <li>Continue to grow and care for flowers and plants to make a thriving environment for life to thrive</li> <li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom eg links of the Ukraine (Sasha &amp; Lev), Poland (Keira) and Bulgaria (Silvena)</li> <li>Draw upon the children's own cultural experiences think about why we can all be different</li> <li>Differences from our country and others – eg food, language, climate, clothes etc</li> <li>Explore colour through art activities</li> </ul>

# Reception Long Term Plan 23-24

## Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

 <b>COMMUNICATION AND LANGUAGE</b>	 <b>Personal, social, emotional development</b>	 <b>Physical Development</b>	 <b>Literacy</b>	 <b>Maths</b>	 <b>Understanding the World</b>	 <b>Expressive arts and design</b>
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></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><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</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><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></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><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - 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><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></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><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>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><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

*It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.*