



# Whitehall



Nursery and Infant

## School

### EYFS

## Reception Curriculum

2023-2024

| Autumn 1   | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|--|--|--|---|--|--|
|        |         |       |      |        |     |



### STATUTORY EDUCATIONAL PROGRAMME:

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.

|   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---|---|--|---|---|--|---|
| Key Themes & Interests  | <b>Marvellous Me!</b><br>My wider identity<br>People who Help Us<br>Autumn  | <b>Starry night!</b><br>Nocturnal animals<br>Space<br>Christmas  | <b>Snowflakes &amp; Sparkle!</b><br>Winter<br>Antarctic animals<br>Chinese New Year | <b>Let's explore!</b><br>Transport<br>Maps<br>Local area<br>Different countries<br>Easter | <b>Smile it's Spring!</b><br>Ducklings<br>Planting seeds<br>Minibeasts | <b>Feeling hot, hot, hot!</b><br>Africa, African animals<br>Handa's Surprise<br>Comparing hot and cold environments<br>Mermaids & Pirates |
| Celebrations & Events   | Settling in, routines.<br>Black History Month<br>Halloween  | Diwali, Remembrance Day<br>Bonfire Night<br>Christmas<br>13 <sup>th</sup> -17 <sup>th</sup> November<br>Nursery rhyme week | Chinese New Year<br>Valentine's Day<br>Pancake Day                                  | World Book Day<br>Mother's Day<br>Eid-Al-Fitr<br>Easter                                   | Ducklings<br>Planting seeds<br>Caterpillars                            | Father's Day<br>Eid-Al-Adha<br>Sports Day   |
|   | End Point of Reception  |  |   |   |  |   |
| Reception provides the foundation for the knowledge and skills to be built on in Year One | <ul style="list-style-type: none"> <li>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 and make comments about what they have heard and ask questions to clarify their understanding; -</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; -</li> <li>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.</li> </ul> |  |   |   |  |   |

# Communication and Language 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

|  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|--|--|--|---|---|--|--|
| Listening, Attention & Understanding<br>Knowledge & Skills | <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Can find it difficult to pay attention to more than one thing at a time.</li> <li>Understand a question or instruction that has two parts,.</li> <li>Sing a large repertoire of songs.</li> </ul> | <ul style="list-style-type: none"> <li>Enjoy listening to longer stories and can remember much of what happens.</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn rhymes, poems and songs.</li> <li>Check they understand what has been said to them</li> </ul> | <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Check they understand what has been said to them</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Engage in non-fiction books.</li> <li>Learn rhymes, poems and songs.</li> </ul> | <ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Check they understand what has been said to them</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Engage in non-fiction books.</li> <li>Learn rhymes, poems and songs.</li> </ul> | <ul style="list-style-type: none"> <li>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;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> </ul> | <ul style="list-style-type: none"> <li>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;</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> |
| Speaking   |  |  |   |   |  |  |

# Personal, Social and Emotional Development 2023-2024 Long Term Plan



## STATUTORY EDUCATIONAL PROGRAMME:

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 9 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..

|   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---|--|--|---|---|--|---|
| Key Themes & Interests  | <b>Marvellous Me!</b><br>My wider identity<br>People who Help Us<br>Autumn   | <b>Starry night!</b><br>Nocturnal animals<br>Space<br>Christmas  | <b>Snowflakes &amp; Sparkle!</b><br>Winter<br>Antarctic animals<br>Chinese New Year | <b>Let's explore!</b><br>Transport<br>Maps<br>Local area<br>Different countries<br>Easter | <b>Smile it's Spring!</b><br>Ducklings<br>Planting seeds<br>Minibeasts | <b>Feeling hot, hot, hot!</b><br>Africa, African animals<br>Handa's Surprise<br>Comparing hot and cold environments<br>Mermaids & Pirates |
| Celebrations & Events   | Settling in, routines.<br>Black History Month<br>Halloween   | Diwali, Remembrance Day<br>Bonfire Night<br>Christmas<br>13 <sup>th</sup> -17 <sup>th</sup> November<br>Nursery rhyme week | Chinese New Year<br>Valentine's Day<br>Pancake Day                                  | World Book Day<br>Mother's Day<br>Eid-Al-Fitr<br>Easter                                   | Ducklings<br>Planting seeds<br>Caterpillars                            | Father's Day<br>Eid-Al-Adha<br>Sports Day   |
|   | End Point of Reception   |  |   |   |  |   |
| Reception provides the foundation for the knowledge and skills to be built on in Y1 | <ul style="list-style-type: none"> <li>• Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</li> <li>• 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.</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> |  |   |   |  |   |



# Personal, Social and Emotional Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

|  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1  | Summer 2  |
|--|---|--|--|---|---|---|
| Personal, Social and Emotional Development<br>Knowledge & Skills | <ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> <li>Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>Play with one or more other children.</li> <li>Begin to understand how others might be feeling.</li> <li>Do not always need an adult to remind them of a rule.</li> <li>Select and use activities and resources, with help when needed.</li> <li>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>Increasingly follow rules, understanding why they are important.</li> </ul> | <ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas.</li> <li>Help to find solutions to conflicts and rivalries</li> <li>Develop appropriate ways of being assertive. Talk with others to solve conflicts.</li> <li>Increasingly follow rules, understanding why they are important.</li> <li>Build constructive and respectful relationships.</li> <li>Manage their own needs.</li> </ul> | <ul style="list-style-type: none"> <li>Build constructive and respectful relationships.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs.</li> </ul> | <ul style="list-style-type: none"> <li>Express their feelings and consider the feelings of others</li> <li>Think about the perspectives of others.</li> <li>See themselves as a valuable individual.</li> <li>Manage their own needs.</li> <li>Build constructive and respectful relationships</li> </ul> | <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others; -</li> <li>Form positive attachments to adults and friendships with peers;</li> <li>Show sensitivity to their own and to others' needs.</li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses</li> </ul> | <ul style="list-style-type: none"> <li>- Give focused attention to what the teacher says, responding appropriately even when engaged in activity</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>Explain the reasons for rules, know right from wrong,</li> <li>Manage their own basic hygiene and personal needs and understand the need for healthy choices.</li> </ul> |
| Zones of Regulation  | <ul style="list-style-type: none"> <li>Use a range of calming strategies to regulate their emotions through the 'Jigsaw' programme.</li> </ul>  |  | <ul style="list-style-type: none"> <li>To use a variety of vocabulary to describe their feelings and emotions.</li> <li>To describe how others may be feeling.</li> <li>To recognise when they need to use these strategies.</li> </ul>  |   | <ul style="list-style-type: none"> <li>Suggest ways to resolve conflict.</li> <li>Suggest strategies that others could use to regulate their feelings.</li> <li>To recognise when others need to use these strategies.</li> </ul>   |   |

# Physical Development 2023-2024 Long Term Plan



## STATUTORY EDUCATIONAL PROGRAMME:

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.

|   | Autumn 1  | Autumn 2  | Spring 1                            | Spring 2  | Summer 1                                    | Summer 2                                  |
|---|---|---|-------------------------------------|---|---|---|
| Key Themes & Interests  | Baseline Games  | Ball Games  | Gymnastics                          | Dance   | Tennis                                      | Athletics                                 |
| Celebrations & Events   | Settling in, routines.<br>Black History Month<br>Halloween  | Diwali<br>Remembrance Day<br>Bonfire Night<br>Christmas | Chinese New Year<br>Valentine's Day | World Book Day<br>Mother's Day<br>Eid-Al-Fitr<br>Easter | Ducklings<br>Planting seeds<br>Caterpillars | Father's Day<br>Eid-Al-Adha<br>Sports Day |
|   | End Point of Reception  |   |                                     |   |   |   |
| Reception provides the foundation for the knowledge and skills to be built on in Y1 | <ul style="list-style-type: none"> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>Begin to show accuracy and care when drawing.</li> <li>Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>Demonstrate strength, balance and coordination when playing</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> |   |                                     |   |   |   |

# Physical Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

|   | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|----------|----------|----------|----------|----------|----------|
| Physical Development<br>Knowledge &<br>Skills |          |          |          |          |          |          |



# Literacy Development 2023-2024 Long Term Plan



## STATUTORY EDUCATIONAL PROGRAMME:

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).

|   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---|--|--|---|---|--|---|
| Key Themes & Interests  | <b>Marvellous Me!</b><br>My wider identity<br>People who Help Us<br>Autumn | <b>Starry night!</b><br>Nocturnal animals<br>Space<br>Christmas  | <b>Snowflakes &amp; Sparkle!</b><br>Winter<br>Antarctic animals<br>Chinese New Year | <b>Let's explore!</b><br>Transport<br>Maps<br>Local area<br>Different countries<br>Easter | <b>Smile it's Spring!</b><br>Ducklings<br>Planting seeds<br>Minibeasts | <b>Feeling hot, hot, hot!</b><br>Africa, African animals<br>Handa's Surprise<br>Comparing hot and cold environments<br>Mermaids & Pirates |
| Celebrations & Events   | Settling in, routines.<br>Black History Month<br>Halloween                 | Diwali, Remembrance Day<br>Bonfire Night<br>Christmas<br>13 <sup>th</sup> -17 <sup>th</sup> November<br>Nursery rhyme week | Chinese New Year<br>Valentine's Day<br>Pancake Day                                  | World Book Day<br>Mother's Day<br>Eid-Al-Fitr<br>Easter                                   | Ducklings<br>Planting seeds<br>Caterpillars                            | Father's Day<br>Eid-Al-Adha<br>Sports Day   |
|   | End Point of Reception   |  |   |   |  |   |
| Reception provides the foundation for the knowledge and skills to be built on in Y1 |  |  |   |   |  |   |

# Literacy Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

|  | Autumn 1   | Autumn 2   | Spring 1   | Spring 2   | Summer 1  | Summer 2   |
|--|--|--|--|--|---|--|
| Literacy Development<br>Word Reading<br>Knowledge & Skills | <ul style="list-style-type: none"> <li>Understand the five key concepts about print</li> <li>Develop their phonological awareness, so that they can: - spot and suggest rhymes –</li> <li>count or clap syllables in a word</li> <li>recognise words with the same initial sound.</li> </ul> | <ul style="list-style-type: none"> <li>recognise words with the same initial sound.</li> <li>Read individual letters by saying the sounds for them.</li> <li>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences</li> </ul> | <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Read sounds speedily to support blending.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words.</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words.</li> </ul> | <ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Read sounds speedily to support blending.</li> <li>Read some letter groups that each represent one sound and say sounds for them.</li> <li>Read a few common exception words.</li> <li>Read simple phrases and sentences made up of words with known letter–sound correspondences and a few exception words.</li> </ul> | <ul style="list-style-type: none"> <li>Read sounds speedily to support blending.</li> <li>Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> | <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> |
| Comprehension  | <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>   | <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary</li> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>                              | <ul style="list-style-type: none"> <li>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>Begin to re-read what they have written to check that it makes sense.</li> </ul>  | <ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> </ul>  | <ul style="list-style-type: none"> <li>Anticipate – where appropriate – key events in stories;</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>  | <ul style="list-style-type: none"> <li>Anticipate – where appropriate – key events in stories;</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>   |

# Mathematics Development 2023-2024 Long Term Plan



## STATUTORY EDUCATIONAL PROGRAMME:

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.

|   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---|--|--|---|---|--|---|
| Key Themes & Interests  | <b>Marvellous Me!</b><br>My wider identity<br>People who Help Us<br>Autumn | <b>Starry night!</b><br>Nocturnal animals<br>Space<br>Christmas  | <b>Snowflakes &amp; Sparkle!</b><br>Winter<br>Antarctic animals<br>Chinese New Year | <b>Let's explore!</b><br>Transport<br>Maps<br>Local area<br>Different countries<br>Easter | <b>Smile it's Spring!</b><br>Ducklings<br>Planting seeds<br>Minibeasts | <b>Feeling hot, hot, hot!</b><br>Africa, African animals<br>Handa's Surprise<br>Comparing hot and cold environments<br>Mermaids & Pirates |
| Celebrations & Events   | Settling in, routines.<br>Black History Month<br>Halloween                 | Diwali, Remembrance Day<br>Bonfire Night<br>Christmas<br>13 <sup>th</sup> -17 <sup>th</sup> November<br>Nursery rhyme week | Chinese New Year<br>Valentine's Day<br>Pancake Day                                  | World Book Day<br>Mother's Day<br>Eid-Al-Fitr<br>Easter                                   | Ducklings<br>Planting seeds<br>Caterpillars                            | Father's Day<br>Eid-Al-Adha<br>Sports Day   |
|   | End Point of Reception   |  |   |   |  |   |
| Reception provides the foundation for the knowledge and skills to be built on in Y1 |  |  |   |   |  |   |

# Mathematics Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

|  | Autumn 1  | Autumn 2 | Spring 1 |
|--|---|----------|----------|
| <p>Mathematics Development<br/>Knowledge &amp; Skills</p> <p>Orange = 3 – 4 years<br/>Green = Reception<br/>Blue = ELG</p> | <p>Make comparisons between objects relating to size, length, weight and capacity.<br/>Compare length, weight and capacity.<br/>Select shapes appropriately.</p> <p>Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.<br/>Extend and create ABAB patterns – stick, leaf, stick, leaf.<br/>Notice and correct an error in a repeating pattern.<br/>Continue, copy and create repeating patterns.</p> <p>Develop fast recognition of up to 3 objects, without having to count them individually ('subitising').<br/>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.<br/>Say one number for each item in order: 1,2,3.<br/>Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle').<br/>Show 'finger numbers' up to 3.<br/>Compare quantities using language: 'more than', 'fewer than'<br/>Count objects, actions and sounds.<br/>Subitise.<br/>Understand the 'one more than/one less than' relationship between consecutive numbers.<br/>Explore the composition of numbers to 3<br/>Link the number symbol (numeral) with its cardinal number value.</p> |          |          |

# Understanding the World Development 2023-2024 Long Term Plan



## STATUTORY EDUCATIONAL PROGRAMME:

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.

|   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---|--|--|---|---|--|---|
| Key Themes & Interests  | <b>Marvellous Me!</b><br>My wider identity<br>People who Help Us<br>Autumn   | <b>Starry night!</b><br>Nocturnal animals<br>Space<br>Christmas  | <b>Snowflakes &amp; Sparkle!</b><br>Winter<br>Antarctic animals<br>Chinese New Year | <b>Let's explore!</b><br>Transport<br>Maps<br>Local area<br>Different countries<br>Easter | <b>Smile it's Spring!</b><br>Ducklings<br>Planting seeds<br>Minibeasts | <b>Feeling hot, hot, hot!</b><br>Africa, African animals<br>Handa's Surprise<br>Comparing hot and cold environments<br>Mermaids & Pirates |
| Celebrations & Events   | Settling in, routines.<br>Black History Month<br>Halloween   | Diwali, Remembrance Day<br>Bonfire Night<br>Christmas<br>13 <sup>th</sup> -17 <sup>th</sup> November<br>Nursery rhyme week | Chinese New Year<br>Valentine's Day<br>Pancake Day                                  | World Book Day<br>Mother's Day<br>Eid-Al-Fitr<br>Easter                                   | Ducklings<br>Planting seeds<br>Caterpillars                            | Father's Day<br>Eid-Al-Adha<br>Sports Day   |
|   | End Point of Nursery   |  |   |   |  |   |
| Reception provides the foundation for the knowledge and skills to be built on in Y1 | <ul style="list-style-type: none"> <li>Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing</li> <li>Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul> </li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <ul style="list-style-type: none"> <li>Write some or all of their name. Write some letters accurately.</li> </ul> </li> </ul> |  |   |   |  |   |

# Understanding the World Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

|  | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2   |
|--|---|---|---|--|--|--|
| Understanding the World Development Knowledge & Skills | <ul style="list-style-type: none"> <li>Begin to make sense of their own life story and family history.</li> <li>Make connections between the features of their family and other families.</li> <li>Notice differences between people.</li> <li>Show interest in different occupations.</li> <li>Comment on images of familiar situations in the past.</li> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Compare and contrast characters from the past.</li> </ul> | <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Explore the natural world.</li> </ul> | <ul style="list-style-type: none"> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different from the one in which they live.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> | <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of their community.</li> <li>Explore the natural world around them.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some environments that are different from the one in which they live.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> | <ul style="list-style-type: none"> <li>Describe what they see, hear and feel whilst outside.</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul> | <ul style="list-style-type: none"> <li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; -</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>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; -</li> <li>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.</li> </ul> |



# Expressive Arts & Design Development 2023-2024 Long Term Plan



## STATUTORY EDUCATIONAL PROGRAMME:

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.

|   | Autumn 1   | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|---|--|--|---|---|--|---|
| Key Themes & Interests  | <b>Marvellous Me!</b><br>My wider identity<br>People who Help Us<br>Autumn   | <b>Starry night!</b><br>Nocturnal animals<br>Space<br>Christmas  | <b>Snowflakes &amp; Sparkle!</b><br>Winter<br>Antarctic animals<br>Chinese New Year | <b>Let's explore!</b><br>Transport<br>Maps<br>Local area<br>Different countries<br>Easter | <b>Smile it's Spring!</b><br>Ducklings<br>Planting seeds<br>Minibeasts | <b>Feeling hot, hot, hot!</b><br>Africa, African animals<br>Handa's Surprise<br>Comparing hot and cold environments<br>Mermaids & Pirates |
| Celebrations & Events   | Settling in, routines.<br>Black History Month<br>Halloween   | Diwali, Remembrance Day<br>Bonfire Night<br>Christmas<br>13 <sup>th</sup> -17 <sup>th</sup> November<br>Nursery rhyme week | Chinese New Year<br>Valentine's Day<br>Pancake Day                                  | World Book Day<br>Mother's Day<br>Eid-Al-Fitr<br>Easter                                   | Ducklings<br>Planting seeds<br>Caterpillars                            | Father's Day<br>Eid-Al-Adha<br>Sports Day   |
|   | End Point of Nursery   |  |   |   |  |   |
| Reception provides the foundation for the knowledge and skills to be built on in Y1 | <ul style="list-style-type: none"> <li>Understand the five key concepts about print: • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing</li> <li>Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother. <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul> </li> <li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <ul style="list-style-type: none"> <li>Write some or all of their name. Write some letters accurately.</li> </ul> </li> </ul> |  |   |   |  |   |

# Expressive Arts & Design Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

|   | Autumn 1  | Autumn 2                       | Spring 1 | Spring 2  | Summer 1  | Summer 2   |
|---|---|--------------------------------|----------|---|---|--|
| Expressive Art, including Music and Drama | Children will be given the opportunity and experience to sing and perform a range of songs and rhymes throughout the year. Both indoors and outdoors provision will provide our children with daily poems and songs to support this.  |                                |          |   |   |  |
| Musical Songs                             | Children will be given the opportunity and experience to develop their musical skills, including singing and dancing, and a chance to discuss how it makes them feel and respond. In addition to this, the children will work with Rainbow music who will teach them about pitch and melody and will perform as a group and through solos routines. |                                |          |   |   |  |
|   | I am special<br>Happy and you know it   | Twinkle Twinkle Little<br>Star |          | Row Row Row Your<br>Boat<br>The Wheels on the Bus | 5 little Ducks<br>Spring chicken<br>Plant a little seed | Review of the Rhymes<br>learnt throughout the<br>year. |

# Expressive Arts & Design Development 2023-2024

## Long Term Plan

Key knowledge, skills and experiences children in Reception will have each half term.

|                     | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|---------------------|---|--|---|---|---|--|
| Creative Art        | Children will be given the opportunity and experience to work on their artistic side by having access to a range of open ended resources that will support the children in developing their own creativity and artistic styles. Experiences throughout the year will allow the children to work on and refine their skills. |  |   |   |   |  |
| Artist Focus        | Yayoi Kusama  | Van Gough  | Michelle Reader<br>Clare Thompson   | James Rizzi   | Eric Carle<br>Henri Matisse   | Esther Mahlangu  |
| Mark Making/Drawing | Create closed shapes with continuous lines, and begin to use these shapes to represent objects.<br>Show different emotions in their drawings, like happiness, sadness, fear, etc.   | Draw with increasing complexity and detail, such as representing a face with a circle and including details.<br>Use drawing to represent ideas like movement or loud noises.<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively, sharing ideas, resources and skills | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively, sharing ideas, resources and skills | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>Share their creations, explaining the process they have used. |

# Expressive Arts & Design Development 2023-2024

## Long Term Plan

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|              | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1  | Summer 2   |
|--------------|---|---|---|---|---|--|
| Creative Art | Children will be given the opportunity and experience to work on their artistic side by having access to a range of open ended resources that will support the children in developing their own creativity and artistic styles. Experiences throughout the year will allow the children to work on and refine their skills. |   |   |   |   |  |
| Artist Focus | Yayoi Kusama  | Van Gough   | Michelle Reader<br>Clare Thompson   | James Rizzi   | Eric Carle<br>Henri Matisse   | Esther Mahlangu  |
| Painting     | Show different emotions in their paintings, like happiness, sadness, fear, etc.   | Show different emotions in their paintings, like happiness, sadness, fear, etc.<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively, sharing ideas, resources and skills | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively, sharing ideas, resources and skills | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>Share their creations, explaining the process they have used. |

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| Creative Art | Children will be given the opportunity and experience to work on their artistic side by having access to a range of open ended resources that will support the children in developing their own creativity and artistic styles. Experiences throughout the year will allow the children to work on and refine their skills. |   |   |   |   |  |
| Artist Focus | Yayoi Kusama  | Van Gough   | Michelle Reader<br>Clare Thompson   | James Rizzi   | Eric Carle<br>Henri Matisse   | Esther Mahlangu  |
| Colour       | Explore colour and colour-mixing.   | Explore colour and colour-mixing.<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively, sharing ideas, resources and skills | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively, sharing ideas, resources and skills | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>Share their creations, explaining the process they have used. |

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| Artist Focus | Yayoi Kusama  | Van Gough  | Michelle Reader<br>Clare Thompson   | James Rizzi   | Eric Carle<br>Henri Matisse   | Esther Mahlangu  |
| Printing     | Explore different materials freely, to develop their ideas about how to use them and what to make.  | Explore different materials freely, to develop their ideas about how to use them and what to make.<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively, sharing ideas, resources and skills | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively, sharing ideas, resources and skills | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>Share their creations, explaining the process they have used. |



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| Artist Focus | Yayoi Kusama  | Van Gough   | Michelle Reader<br>Clare Thompson   | James Rizzi   | Eric Carle<br>Henri Matisse   | Esther Mahlangu  |
| Collage      | Explore different materials freely, to develop their ideas about how to use them and what to make.<br>Join different materials and explore different textures.  | Join different materials and explore different textures<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively, sharing ideas, resources and skills | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively, sharing ideas, resources and skills | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>Share their creations, explaining the process they have used. |

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| Artist Focus | Yayoi Kusama  | Van Gough   | Michelle Reader<br>Clare Thompson   | James Rizzi   | Eric Carle<br>Henri Matisse   | Esther Mahlangu  |
| 3D Form      | Develop their own ideas and then decide which materials to use to express them.   | Develop their own ideas and then decide which materials to use to express them.<br>Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively, sharing ideas, resources and skills | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Create collaboratively, sharing ideas, resources and skills | Explore, use and refine a variety of artistic effects to express their ideas and feelings.<br>Return to and build on their previous learning, refining ideas and developing their ability to represent them.<br>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>Share their creations, explaining the process they have used. |