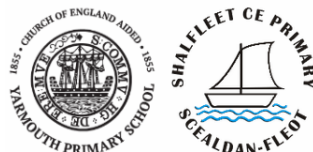


The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year

In Reception Class, we use the children's interests, questions and experiences to shape our learning to ensure the learning is meaningful, interesting and engaging for the children. We build on the unique family experiences that each child brings with them and we work with families to provide children with a broad, balanced and rich curriculum in school and beyond the school gate.

We understand that there will be times of the year when, for example celebrations and natural phenomenon of our beautiful world will bring with it fascination for the children. We also understand the importance of teacher directed learning alongside child based learning, for example, to ensure children develop suitable literacy and maths skills to prepare them for their onward school journey. This knowledge is used to shape an outline of a long term plan for the class. However, this is a working document that will be manipulated to respond to the children in our class.

Title/Duration	Our Community / Autumn / Harvest	Winter/ Festivals / Christmas	Living on an Island / Our World / Space	New Life / Animals / Easter	Going Places / Transport	Under the Sea / At the seaside
Half Term Split	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Curriculum Principle	Strong working partnerships Promotes independence and curiosity	Valuing all children, learning is accessible to all Promotes independence and curiosity	Coherent learning links and pathways Promotes independence and curiosity	Challenging, engaging and motivating Promotes independence and curiosity	Broad, relevant and balanced - Local, Mainland, Global Opportunities for memorable experiences	High quality outcomes, deep learning Promotes independence and curiosity
The Big Questions	How do I get along with others in my class?	What celebrations to people mark? - In our local community	Where do I live? Exploring our local	How are the seasons changing? What is happening in our	How has transport changed over time?	What makes our island special?

	<p>How do I make new friendships?</p> <p>Are people all the same?</p> <p>What is our local community and who/what is in it?</p> <p>What is a Conscious Community and what does it mean to be part of this?</p> <p>What changes and patterns do we notice in the world and local community around us?</p> <p>Learning about boundaries and expectations in school / making friends.</p>	<p>and around the world?</p> <p>Do all people follow the same celebrations?</p> <p>What traditions, beliefs do your family follow?</p> <p>Are there special foods / clothes that are used at certain times?</p> <p>Building key skills such as resilience, perseverance and respect to those around us, celebrating difference.</p> <p>What changes are we seeing around us in nature at this time of year?</p>	<p>community – discovering new walks and visiting local shops / places of interest.</p> <p>How does my home community fit into a wider world?</p> <p>Where is the Isle of Wight in comparison to the Mainland? Where is West Wight on the Isle of Wight?</p> <p>Taking ownership of learning, negotiating in play and taking account of others' ideas and feelings.</p> <p>Who are some key, inspirational people who shape our lives?</p>	<p>local environment to nature and animals?</p> <p>How do things grow?</p> <p>How do we stay healthy?</p> <p>What is our role in protecting and supporting our beautiful Island, Oceans and Planet?</p>	<p>What is family life like in other countries?</p> <p>What types of homes do people live in?</p> <p>What clothes do they wear?</p> <p>What food do they eat?</p> <p>What is it like in other countries?</p> <p>Where have we been with our families?</p> <p>How may we travel to different places?</p> <p>Was it always easy to travel to different countries/locations?</p>	<p>How can we look after our island and animals – including sea life?</p> <p>Exploring moving on – taking our next steps in our education. (transition)</p>
Inspirational People	People who help and have helped in our local community and own lives.	Ernest Shackleton	Mae Jemison	Jane Goodall	Amelia Earhart	David Attenborough

Maths <i>Topic Links</i>	Cardinality and Counting Exploring numbers 1 – 5. Unpicking the quantity the numeral represents. Count using 1:1 correspondence . Count each object in a set only once, including non-linear arrangements. Know the final number in a count is the quantity for the set. Count out a quantity from a larger set. Represent quantities with fingers. Learning and joining in with counting songs, including finger manipulation. Shape, Space Exploring patterns and making our own or continuing existing repeating patterns. Developing understanding of positional language.	Cardinality and Counting Exploring numbers 1 – 5. Unpicking the quantity the numeral represents. Count using 1:1 correspondence . Count each object in a set only once, including non-linear arrangements. Know the final number in a count is the quantity for the set. Count out a quantity from a larger set. Subitize quantities. Recognise and order numbers. Represent quantities with fingers. Instantly recognise dice patterns. Shape, Space, Measure Beginning to use time to sequence events. Exploring shapes.	Cardinality and Counting Diving deeper into numbers to 10. Counting on from different starting points (not just 0) Oral counting beyond 10 (teen numbers to 20). Subitize quantities in increasingly complex arrangements. Recognise and order numbers. Comparison Choose to count to compare similar quantities. Able to compare quantities with counter-intuitive perceptual clues e.g. 4 large objects and 5 small objects. Know the quantity is unchanged if objects are rearranged Know when there is an error in counting the final number is not the quantity for the set Seeing a small set correctly counted backwards.	Cardinality and Counting Exploring numbers beyond 10, looking at the pattern of the number system. (teen numbers). Explore number manipulation – problem solving with resources involved addition, subtraction and doubling. Composition incl. Addition and Subtraction. Identify sub-groups in a context or photo, e.g. boys/girls and children. Recognise a whole by visualising two parts e.g. 2-colour coins or beans, dominoes, irregular dot patterns. Recognise quantities 6-10 in regular arrangements e.g. in 10-frames Recognise teen numbers as ‘10 and...’ using visuals e.g. 14 shown in a full 10-frame and 4 more Discern teens from tens numbers, e.g. 13 and 31	Cardinality and Counting Consolidation of numbers 1- 10 and continuing deeper dive into pattern of number system for teen numbers. Exploring the patterns of odds and evens. Composition incl Addition and Subtraction. Looking at number bonds, doubles and number problems. Recognising the relationship between the size and number of unit. Beginning to use units to compare things.	Counting, ordinality and cardinality purpose of counting – to find out ‘how many’ objects there are Composition Numbers within 7 (and other numbers) Recognising attributes in groups to sort in different categories. Comparing amounts of continuous quantities. Showing awareness of comparison in estimating and predicting. Comparing indirectly.
	Literacy	Phonics Phase 2	Phase 3 Phonics –	Phase 3 Phonics	Application of Phase	Progression onto

Topic Links	<p>Listening Skills – hearing and spotting initial sounds in words.</p> <p>Developing large motor skills, coordination, hand strength. Large scale sensory play.</p> <p>Looking at the letters in our names – learning to write our names. Spotting print in different environments. What purpose does it serve?</p> <p>Nursery Rhymes – joining in and recalling familiar songs and rhymes.</p> <p>Learning to love books – linked to library visit. Link to walks in local environment – sensory experiences.</p> <p>Potential Text Drivers:</p> <p>PSHE – linked to zones of regulation The Weather Monster. The Colour Monster. Mixed.</p>	<p>learning new sounds and using our phonics to write simple labels. Spotting initial sounds and end sounds in words.</p> <p>Beginning to apply phoneme fingers. Exploring beats in words to clap them.</p> <p>Beginning to explore and recognise some non decodable words.</p> <p>Developing gross and fine motor skills. Funky fingers alongside physical development in larger movements.</p> <p>Writing transcription and composition – articulating our ideas for own stories, poems, texts building on familiar stories / texts I have heard.</p> <p>Potential Text Drivers:</p> <p>Stories linked to Faiths Rama and Sita linked to festivals. The First Christmas / Nativity - linked story</p>	<p>(including recaps of digraphs). Applying our phonics to speak and then write captions / extending to looking at sentences in text we see in books and the environment. Guided writing of sentences to capture children's voice and ideas.</p> <p>Beginning to apply phoneme fingers. Exploring beats in words to clap them.</p> <p>Exploring rhyme in sentences and stories.</p> <p>Recognise, read a growing bank of non decodable words.</p> <p>Writing transcription and composition – articulating our ideas for own stories, poems, texts building on familiar stories / texts I have heard.</p> <p>Developing understanding of audience and purpose. Adding detail / length to our ideas.</p>	<p>3 phonics – embedding.</p> <p>Polishing our independence and accuracy to segment and blend with phoneme fingers.</p> <p>Developing gross and fine motor skills. Refining letter formation. Gradually writing strength in hand to write for longer periods. Exploring sentence writing – real life writing opportunities, capital letters.</p> <p>Writing composition – opportunities for oral story telling with scribe. Lots of opportunities to share texts as a group – small guided reading and whole class texts.</p> <p>Potential Text Drivers:</p> <p>Seasonal links The Tiny Seed – looking at the cycle of plants through the seasons – linked to growing and harvesting. The Very Hungry</p>	<p>Phase 4 (for those children who are ready). Applying our phonics throughout different genres / writing opportunities – real life purpose/application.</p> <p>Writing transcription and composition – articulating and writing our ideas for own stories, poems, texts building on familiar stories / texts I have heard. What is the purpose of my writing? Who is it for? What form is best to convey my purpose/message?</p> <p>Expanding understanding of punctuation, upper case and lower case letters.</p> <p>Continually building on length of activity – writing for longer periods.</p> <p>Potential Text Drivers:</p> <p>PSHE - Giraffes Can't Dance –everyone having a skill.</p>	<p>and consolidation of our phonic skills.</p> <p>Continually expanding children's love of reading through shared experiences and ranges of high quality texts link to interests. E.g. Sailor Ted Stories exploring the island.</p> <p>Consolidation of all writing skills, progressing to beginning to read and re-read own writing to check it makes sense. Are children forming letters correctly? Beginning to distinguish between upper case and lower case letters – where do we need each of these? Continue to explore punctuation in my own writing and texts I read/are read to me. What purpose does the punctuation serve?</p> <p>Write a short sentence from dictation, applying phonic skills taught so far.</p>
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	<p>We Are All Welcome The Mixed Up Chameleon The Invisible String.</p> <p>PSHE Developing Relationships Julia Donaldson – Zog The Squirrels that Squabbled. Elmer Stories – It's good to be different. The Busy Fox</p> <p>Traditional Tale – Enormous Turnip and Little Red Hen – linked to Harvest learning.</p> <p>Seasonal links Pumpkin Soup – linked to harvest and getting along.</p>	<p>for performance. Singing our Christmas songs.</p> <p>Traditional Tale The Three Little Pigs</p> <p>PSHE School Values / Relationships Gruffalo – linked to copse walks and exploring. The Lion Inside. The Koala Who Could.</p> <p>Seasonal links Stick Man – Different uses for materials / making things for different uses in play. Gruffalo's Child – links to winter/hibernation. Ridiculous!</p>	<p>Developing gross and fine motor skills. Refining letter formation.</p> <p>Potential Text Drivers: Beegu – Looking after each other and being kind. Non-Fiction stories linked to space. On Every House in Every Street. Iggy Peck, Architect. Little People Big Ideas – Stephen Hawkins. Mae Jamerson – Look Up.</p> <p>Seasonal links Bear snores on series – linked to seasonal change and animals / hibernation.</p> <p>Traditional tale – The Three Billy Goat's Gruff</p> <p>Festival Links Dragon stories and non-fiction stories about Chinese New year. Mr Wolf's Pancakes.</p>	<p>Caterpillar. Oliver's vegetables – looking at growing and trying new things. What the Ladybird Heard.</p> <p>Non fiction books linked to animals, lifecycles, habitats.</p> <p>Traditional Tale – Ugly Duckling linked to new life. Jack and the Beanstalk linked to growing.</p>	<p>Mrs Armitage stories.</p> <p>Non-fiction books linked to travel and the world.</p> <p>Winnie the Witch stories</p> <p>Rhyming words – Stories including: The Dog that Dug</p> <p>Traditional Tale – Goldilocks and The Three Bears</p>	<p>Potential Text Drivers: Dinosaur stories and non-fiction books – linking to the Island's dinosaur history. Sailor Ted Stories The Lighthouse Keeper's Lunch</p> <p>PSHE – Sharing a Shell The Snail and the Whale – looking at different sizes / exploring sinking / floating.</p> <p>Traditional Tale – Little Red Riding Hood</p>
Communication &	Talking about what we know and things	Developing our listening skills	Show & Tell, holiday news – using past,	Independent show & tell, responding with	Learning new vocab through environment	Ongoing – serve and return conversations.

<p>Language</p> <p>Links to Literacy</p> <p>Links to: (discussing / explaining our work)</p> <p>History Geography Science Computing RE Music (listening, repeating rhythms)</p>	<p>that are special to us in our community.</p> <p>Speaking in sentences to explain our ideas, thoughts and experiences to others.</p> <p>Joining in with stories, rhymes, listening games.</p> <p>Understanding and following instructions.</p> <p>Learning new vocab through environment / topics. Exploring the meaning of new words.</p> <p>Understanding the value of listening as well as speaking.</p> <p>Looking at our letters in the wider environments we visit. What is their purpose?</p>	<p>through games – fine tuning our ears.</p> <p>Developing pronunciation of our sounds in words that we speak.</p> <p>Building attention, ability to listen and respond with relevant questions.</p> <p>Speaking in a school group for performance. Developing awareness of audience – whole body communication.</p> <p>Learning new vocab through environment / topics. Exploring the meaning of new words.</p> <p>Adding more detail to our verbal sentences.</p> <p>Gaining confidence to offer responses back to what we hear.</p>	<p>present forms correctly.</p> <p>Building attention, ability to listen and respond with relevant questions.</p> <p>Expanding understanding and use of serve and return in conversations.</p> <p>Learning new vocab through environment / topics. Exploring the meaning of new words.</p> <p>Developing our understanding of writing as a communication tool alongside spoken words. What are different forms of writing?</p> <p>Expanding our understanding of rhythm and intonation – e.g. difference between how poems and stories may sound.</p>	<p>relevant questions, answering in full sentences giving listener information.</p> <p>Developing confidence to talk to others about our own ideas. Developing language to explain our ideas. Expanding understanding and use of serve and return in conversations.</p> <p>Building our bank of conjunctions, applying them in our own oral sentences.</p> <p>Learning new vocab through environment / topics. Exploring the meaning of new words.</p> <p>Expanding our understanding of our audience so that we can respond to their needs and keep their interest.</p>	<p>/ topics. Exploring the meaning of new words. Using new vocabulary in our speech and writing.</p> <p>Exploring questions further – asking and responding appropriately. Expanding understanding and use of serve and return in conversations.</p> <p>Expanding our understanding of rhythm and intonation – e.g. difference between how poems and stories may sound.</p> <p>Expanding our understanding of our audience so that we can respond to their needs and keep their interest.</p> <p>Guided Reading opportunities.</p>	<p>End of year celebrations – talking about successes; past and present tense.</p> <p>Retelling and writing our own stories – developing narratives.</p> <p>Learning new vocab through environment / topics. Exploring the meaning of new words. Using new vocabulary in our speech and writing.</p> <p>Talking to new people as we begin our onward journey from Reception Class.</p>
<p>Personal Social & Emotional</p> <p>Links to</p> <p>Computing</p>	<p>Building relationships with new friends, initiating own ideas and activities.</p> <p>Confident to try new activities and assert own personality in school.</p>	<p>Talk about self in positive terms – what are we good at? Building confidence in self and understanding of different strengths and abilities.</p>	<p>Showing sensitivity to others interests and cultures / beliefs. Working as part of a group for the Chinese New Year Celebrations Showing</p>	<p>Building confidence in a wider social situation, having confidence in own skills.</p> <p>Developing ability to explain what we can and can't do and</p>	<p>Confidence to try new activities and learn new skills.</p> <p>Forming positive relationships with others.</p>	<p>Looking at transition into next steps of school; building confidence as we move to Year 1.</p>

<p>RE</p> <p>History</p> <p>Art (trying new things, Self confidence, self awareness)</p> <p>Design Technology (trying new things, self confidence, self awareness)</p>	<p>Learning that not all children like the same things and develop sensitivity to this.</p> <p>Developing awareness of school values – Respect, Resilience, Relationships and Conscious Community</p> <p>Learning about mindfulness and beginning to explore basic emotions. Zones of regulation and strategies for staying in 'green zone.'</p>	<p>Showing sensitivity to others interests and cultures / beliefs.</p> <p>Showcasing our school values and being an advocate of a Conscious Community.</p> <p>Continuing to develop understanding of human emotions – how they make my body feel, how I can manage them.</p> <p>Zones of regulation and strategies for staying in 'green zone.'</p> <p>Learning how my actions impact those around me.</p>	<p>independence and resilience.</p> <p>Flexible thinking.</p> <p>Gaining independence with showcasing our School Values.</p> <p>Continuing to develop understanding of human emotions – how they make my body feel, how I can manage them.</p> <p>Zones of regulation and strategies for staying in 'green zone.'</p> <p>Learning how my actions impact those around me.</p>	<p>when we need help.</p>		
<p>Moving & Handling</p> <p>Links to PE</p> <p>Design Technology</p>	<p>The BEAM program – 1 x PE session weekly.</p> <p>1 x Big Movement Session weekly to develop gross motor and coordination Building gross motor skills with large scale activities.</p> <p>Building independence in school, learning how to be healthy.</p>	<p>Following a series of movements with control and co-ordination.</p> <p>Beginning to build pencil control and a preference for a hand.</p> <p>Managing own hygiene.</p> <p>Dressing independently.</p>	<p>Learning dance for the Chinese New Year Celebrations – expressing using scarves and hoops.</p> <p>Move confidently in a range of ways, safely negotiating space.</p> <p>Developing fine motor skills and handwriting.</p> <p>Dressing independently.</p>	<p>Explore different healthy foods; what a healthy plate looks like.</p> <p>Ball skills and team games.</p> <p>Control and co-ordination in large and small movements.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p>	<p>Using apparatus confidently and in a variety of ways.</p> <p>Develop handwriting to school style.</p> <p>Control and co-ordination in large and small movements.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p>	<p>Sports Day activities and preparations.</p> <p>Develop handwriting to school style.</p> <p>Control and co-ordination in large and small movements.</p> <p>Handle equipment and tools effectively, including pencils for writing.</p>

	<p>Managing own hygiene – understanding of importance of hand washing at this time.</p> <p>Dressing independently</p>					
<p>Understanding the World</p> <p>Links to History Geography Science Computing RE</p>	<p>Exploring what it is to be 'Me.' Learning we are part of a community and celebrating differences between people and communities.</p> <p>Settling into school, meeting new people and learning about our role in a Conscious Community.</p> <p>Learning about changes in the season in our local community.</p> <p>Geography – knowledge and skills. History – knowledge and skills Computing</p>	<p>Learning about different celebrations / festivals across the world.</p> <p>Observations of changes to our seasons.</p> <p>Continuing to learn about our local community.</p> <p>History – knowledge and skills RE</p>	<p>Exploring the traditional stories and celebrations behind special occasions in different faiths. Chinese New Year</p> <p>Find our Island and local community on a map. Where are we in relation to the mainland? Where are we in the world?</p> <p>Scientific explorations of space – learning about the planets and solar system.</p> <p>Science – knowledge and skills Geography – knowledge and skills. Computing RE</p>	<p>Observations of changes to our seasons. Plants and animals around us.</p> <p>Learning about Lifecycles.</p> <p>Capturing photos of the world around us and observations of lifecycles.</p> <p>Geography – knowledge and skills. Science – knowledge and skills Computing</p>	<p>Talk about past and present events in their own lives and in the lives of family members (with links to historical moments in transport)</p> <p>Exploring differences in environments – immediate environment to those further afield.</p> <p>Using Beebots to explore pathways and programs.</p> <p>History – knowledge and skills Computing Geography – knowledge and skills. Science</p>	<p>Talk about features of their own environment.</p> <p>Learning about eco systems and dangers that are facing our planet at the moment.</p> <p>Cleaner Oceans.</p> <p>Learning about reducing, reusing, recycling. We are all responsible for looking after our plant – Eco Warriors.</p> <p>Geography – knowledge and skills. Science – knowledge and skills Computing</p>
<p>Expressive Arts & Design</p> <p>Links to Art</p>	<p>Exploring a range of media and using them to create different effects, including painting,</p>	<p>Learning songs from memory. Performing songs and music to an audience.</p> <p>Christmas inspired</p>	<p>Represent own ideas in a variety of ways including collage, art, digital art, junk modelling,</p>	<p>Using media and materials to make animal homes – thinking about properties and</p>	<p>Making models and artefacts related to travel through a variety of mediums including artwork,</p>	<p>Dance, music and movement – exploring change and improvisation.</p>

<p>Design Technology Music Computing</p>	<p>drawing, construction.</p> <p>Large mark making – refining to make closed shapes and finer, smaller details.</p> <p>Learning how to select and use resources and tools appropriately and with growing independence.</p> <p>Art – knowledge and skills. Design Technology – knowledge and skills</p>	<p>art work projects.</p> <p>Using paint programs to create art projects.</p> <p>Music – Knowledge and skills. Art – knowledge and skills. Computing</p>	<p>deconstructed play, role play, music and song.</p> <p>Beginning to explore work of famous artists (linked to class interests at the time). Working to recreate famous pieces of art in our own way.</p> <p>Honing our skills in using a range of media and tools, including learning how to evaluate work and add finishing touches.</p> <p>Art – knowledge and skills. Design Technology – knowledge and skills. Music – knowledge and skills Computing</p>	<p>suitability for use.</p> <p>Easter artwork projects.</p> <p>Continued exploration of famous artists (linked to children's interests at the time).</p> <p>Continuing to develop our skills in using a range of media and tools.</p> <p>Singing and joining in with Easter celebration songs.</p> <p>Art – knowledge and skills. Design Technology – knowledge and skills. Music – knowledge and skills</p>	<p>digital art and construction.</p> <p>Continued exploration of famous artists (linked to children's interests at the time).</p> <p>Continuing to develop our skills in using a range of media and tools.</p> <p>Art – knowledge and skills. Design Technology – knowledge and skills. Computing</p>	<p>Learning and performing seaside songs/shanties.</p> <p>Art projects related to under the sea including painting, digital art, drawing, collage, textiles.</p> <p>Art – knowledge and skills. Design Technology – knowledge and skills. Music – knowledge and skills Computing</p>
RE	All About Me.	Celebrating the Birth of a Baby: Christmas	Special People	Eggs Signs of New life	Special Clothes	Janmashtami Krishna's Birthday
FOREST SCHOOL	It's A Bug's Life Habits and Habitats Site survey - flora and fauna Maintaining and creating habitats	As the World Turns Seasonal changes Extreme weather Climate change Eco-warriors	Watch the Birdie Birds - observe, identify, feed, shelter, count Garden/river/sea birds Preserving our bird population	Catch the Wind Weather watch - observe, record. Wind power Climate Change Eco Warriors	How Does Your Garden Grow? Plant and nurture seedlings. Create and maintain garden beds. Climate change - planting for the future	A Sense of Wonder Harvesting fruit and veg Making art Minimising use of natural resources Our impact Climate activists

Computing	<i>Programming A – ‘All about Instructions’</i> Key Program – Barefoot activities	<i>Computer Systems and Networks - Using a Computer</i> Key Program – Laptops (not iPads)	<i>Computer Systems and Networks - Using a Computer</i> Key Program – Laptops (not iPads)	<i>Computer Systems and Networks - Exploring Hardware</i> Key Program – iPad camera app	<i>Programming B – Bee bots</i> Key Program – Bee bots	<i>Data and Information – Introduction to Data</i> Key Program – Barefoot activities
Value	Relationships	Respect	Determination	Relationships	Determination	Respect
Trips/Events/ Visitors/Risk Day	Macmillan Coffee afternoon –Parents in	Visit from people who help us Autumn Walk Parents In – Christmas Activities.	Local trip linked to interests.	Amazon World/Alpaca Farm/Monkey and Owl Haven (depending on interests) Parents In – Easter Activities.	Federated Mainland Trip - TBC Walk to Copse	Dental Nurse/Vet visit Federated picnic