



Langwith Bassett Junior Academy

Reception Long Term Plan 2022-2023

Reading for Learning	Being Respectful	Active Learning and Effective Communication
Characteristics of Effective Learning	<ul style="list-style-type: none"> • 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 • 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. • 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. 	
Principles of Early Years	<ul style="list-style-type: none"> • Unique Child Every child is unique and has the potential to be resilient, capable, confident and self-assured. • 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. • 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. • Learning and Development Children develop and learn at different rates and we must be aware of children who need greater support than others. 	



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Key Features of Effective Practice

- 1. The best for every child**
All children deserve to have an equal chance of success and all early education is inclusive.
- 2. High-quality care**
The child's experience is central to the thinking of every practitioner.
- 3. The curriculum: what we want children to learn**
The curriculum is ambitious and careful sequencing will help children to build their learning over time
- 4. Pedagogy: helping children to learn**
We offer a mix of different approaches as children learn through play, adult modelling, observing each other, and through guided learning and direct teaching
- 5. Assessment: checking what children have learnt**
Assessment is about noticing what children can do and what they know.
- 6. Self-regulation and executive function**
Language development is central to self-regulation: children use language to guide their actions and plans.
- 7. Partnership with parents**
It is important for parents and settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

Our Curriculum

At Langwith Bassett Junior Academy, our curriculum is designed to be engaging, broad and rich to prepare and inspire our pupils. It is a curriculum which builds on the knowledge, skills and understanding of all children and aims for all pupils to be challenged. Through a positive and caring environment, we provide the opportunity for every child to reach their full potential. Our curriculum evolves, based on the needs of our children and changes in the world around us. It takes into account the local context of the school, experiences and backgrounds of our children and provides them with relevant and memorable learning experiences to ensure they are equipped with the full range of skills that allow them to be lifelong learners ready for the next steps in their education and as well as preparing them for the wider world.



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ Big Questions	Super, duper me! Harvest time Can we build it?	Time Travellers! On Our Doorstep Colourful World	Awesome Animals Food, Glorious Food! Special Celebrations	Let's Grow! Make your mark Staying Safe	Investigation station Bright Sparks! Mechanisms**	How does your garden grow? Destination Kenya! African Art
Possible texts	Super Duper You All about Families Pumpkin Soup By the Light of the Harvest Moon 3 Little Wolves Big, Bad Bully Bunny	The Jolly Postman The Day the Crayons Quit The Colour Monsters	Oi Frog! (& other books from the series) The Enormous Crocodile Kitchen Disco Handa's Surprise Easter story	The Very Hungry Caterpillar The Teeny Weeny Tadpole Real Superheroes Clothesline Clues	The Great Paper Caper The Building Boy Izzy Gizmo + Non-fiction texts linking to materials and mechanisms	Jack and the Beanstalk For you are a Kenyan Child The Lion and the Mouse
Enrichment Activities/ Parental Involvement	Visit to Church Reception Phonics workshop Autumn Walk	Visit from new Vicar Walk into the local village Nativity	Fruit Kebab/Smoothie Afternoon Dogs Trust to visit Pancakes!	World Book Day Dress Up Mothers' Afternoon Visit from a Firefighter	Paper Airplane competition Parents' Picnic	Visit to the Butterfly House Transition Activities Art Showcase
Celebrations and festivities	Harvest Festival Diwali	Bonfire Night Remembrance day Hanukah Christmas & Advent	Chinese New Year Children's Mental Health Week Black History Month Ash Wednesday	World Book Day Easter Mothers' Day	St. George's Day	Fathers' Day
Assessment points	National Baseline Phonic Baseline On-going, formative assessments EYFS team moderation NELI Basline Assessment	Phonics Trackers Data Point 1 Parents' Evenings Pupil Progress Meetings Intervention/SEND trackers Academy moderation	Phonics Trackers Parents' Evenings On- going, formative assessments EYFS team moderation	Phonics Trackers Data Point 2 Pupil Progress Meetings Intervention/SEND trackers Academy Moderation	Phonics Trackers On- going, formative assessments EYFS team moderation	Phonics Trackers Data Point 3 Pupil Progress Meetings Intervention/SEND trackers (Year 1 Phonics Screen Check)



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<p>Communication & Language</p> <p>Before starting in Reception we talk to parents about what languages are spoken at home and incorporate those into the settings with key words and areas of importance.</p>		<p>Communication and Language is broken into Listening, Attention and Understanding and Speaking, all of which are tracked closely throughout the year. As children develop speaking and listening skills, they're building the foundations for literacy and learning. They are learning key skills like how to express themselves and make friends. Our curriculum in Early Years is designed to be language-rich, with opportunities for pupils to explore new vocabulary through play. As practitioners we make sure that our children engage in quality conversations throughout the day with different people and in different contexts. We help to build their language by engaging them in diverse and exciting stories, rhymes and poems and songs and role play. The following objectives will be assessed throughout the year.</p>					
		<p>I can listen carefully. I can learn and use new vocabulary. I can ask questions to find out more. I can share my ideas in full sentences. I can engage in story time.</p>	<p>I can use connectives in my speech. I can describe things using specific details. I can explain my thinking and problem solving. I can talk about stories that I have heard. I can join in with rhymes and songs.</p>	<p>I can listen and respond to what I hear with questions and comments. I can make comments about what I have heard and ask questions to clarify my understanding. I can join in with small group, class and one-to-one discussions. I can talk about why things might happen.</p>			
Personal, Social and Emotion Development	<p>Self-Regulation</p>	<p>I can talk about my feelings and those of someone else. I can follow the rules in my class to keep safe. I can follow instructions, even when I am doing something else. I can take turns and wait for what I need I can listen and respond appropriately.</p>					<p>I can show an understanding of my feelings and of others. I can regulate my behaviour and am starting to control impulses when appropriate.</p>
	<p>Managing Self</p>	<p>I can tell people about what I need. I can say what I am good at. I can be safe in my play. I can concentrate on tasks for increasing amounts of time.</p>	<p>I can talk about my interests. I am beginning to understand healthy choices. I can take on a task and over-come challenges with some independence.</p>	<p>I am confident to try new activities and show resilience. I can manage all my own needs and understand the importance of healthy choices.</p>			
	<p>Building Relationships</p>	<p>I can start conversations with others. I can explain things that are important to me. I am beginning to ask questions to help me understand. I can play with my friends with less adult guidance.</p>					<p>I can work and play cooperatively. I can take turns. I can make positive relationships and friendships. I can be kind to others when they are upset.</p>



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Physical Development Delivered weekly by an ACET Sports Specialist		I can move in different ways. I can jump off an object safely. I can find space when I am moving around. I am learning how to push, pat, throw, catch and kick.		I can combine different ways of moving. I can change my speed and direction when I am running. I can move over, under and through equipment.		I can negotiate space and objects safely. I can show strength, balance and co-ordination. I can run, jump, hop, skip and climb independently.	
PSHE		We follow a Trust-wide PSHE/RSHE curriculum which builds progression from Early Year, through into Key Stage One and then Key Stage Two. The children explore ideas around <i>Family and Relationships</i> , <i>Health and Wellbeing</i> and <i>Living in a Wider World</i> . These are introduced as "Big Questions" to engage and spark discussion. Below are the questions for each term.					
Literacy		Comprehension		I can say if something rhymes. I am increasing my vocabulary. I know that I can find information in books and print. I can describe characters and events from a story. I enjoy reading stories.		I can say find rhyming pairs. I can use more complex sentences with new words I have learned. I can talk about and compare stories from different places. I enjoy talking about my favourite stories.	
Word Reading		I can say all my Phase 2 graphemes. I can hear beginning sounds in words. I can blend sounds to read simple words. I recognise tricky words. I can read a simple caption or phrase.		I can recognise and read digraphs in Phase 3. I can name most letters of the alphabet. I can read most Phase 3 tricky words. I am beginning to read simple sentences.		I can talk about stories that I have read and I can retell them using my own ideas. I can think about what might happen next in a story. I can use lots of new vocabulary to help explain my ideas and to join in with stories, poems and rhymes.	
Writing		I can try to write my own name. I try to write labels and captions for my work. I can form some of my letters correctly I can tell you what I am writing about. (ascribes meaning) I can write some of my tricky words.		I can match sounds to letters. I can write my own name. I am starting to write some capital letters. I am trying to write phrases independently. I am starting to read my work to an adult.		I can say a sound for each letter of the alphabet. I use my blending to read unfamiliar words. I can read sentences with tricky words and digraphs. I can form my letters correctly. I can spell words by hearing the sound and choosing the correct letter. I can write sentences that other people can read. I enjoy writing for pleasure!	



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Phonics	Sounds	<u>Phase 2</u> s, a, t, p, i, n, m, d, o, g, l, c, k, ck, e, u, r, h, b, f, ff, ll, ss	Revise Autumn 1	<u>Phase 3</u> j, v, w, x, y, z, zz, qu, ch, sh, ng, ing, th, ai, ee, igh, oa, oo, ar, er, ur, ir	<u>Phase 3</u> or, ow, oi, ear, air, ure,	<u>Phase 4</u> (beginning blends) St, tr, dr, gr, cr, br, fr, bl, fl, gl, pl, cl, sp, sm, shr, str, thr, tw, sk, sc	<u>Phase 4</u> (end blends) nd, mp, nt, nk, ft, sk, lt, lp, nch, st, lk, lf, wh
	Tricky words (to be read by sight)	<u>Phase 2</u> <i>l, no, go, to, into, the</i>	<u>Phase 2</u> <i>he, she, we, me, be, my, by, was, they, all, her, are you</i>	Revise Autumn 2	<u>Phase 3</u> <i>said, have, so, do, like, little, some, come, were, there, out</i>	<u>Phase 4</u> <i>Mr. Mrs, once, love, one</i>	<u>Phase 4</u> <i>who, what, where, when, why</i>
Mathematics		<p>The concept of Maths and Number is introduced through maths talk, modelling language and through play. The key to developing a solid understanding is to look at progression across Early Years. In Reception, we start with numbers to 5 and embed the composition and recognition early on, so that when we move onto larger numbers the children already have a solid foundation and good vocabulary to build upon. We make sure Maths is part of their daily routine and that the continuous provision offers opportunities for them to explore concepts independently.</p>					
		I can count up to 5 objects. I can recognise and order numbers to 5. I can talk about how numbers to 5 are made up. I can find the right number to represent 1-5 objects. I am starting to subitise to 3. I can find some doubling facts. I can verbally count to 10. I can see patterns in numbers 1-10. I can compare 2 groups of objects; <i>more/less/equal</i>	I can count objects up to 10. I can recognise and order numbers to 10. I understand the composition of numbers to 10. I can find the right number to represent 1-10 objects. I am able to subitise amounts to 5. I can find some subtraction facts within 5. I can see patterns in numbers 11-20. I can use the language of addition and subtraction; <i>greater/less than/same/double/half/total/equals</i>	I have a deep understanding of number to 10. I know the composition of each number. I can subitise up to 5. I can recall bonds to 5 and some to 10. I know my doubling facts to 10. I can count beyond 20. I can compare amounts up to 10 using mathematical vocabulary. I am beginning to explore mathematical patterns, such as odds and even, doubles and halves. I am starting to look ahead to numbers			
		<p>Children are introduced to concepts relating to measure. This includes weight, capacity and length, all of which are approached practically and through play. We also model language relating to time, money and pattern, which will help children as they revisit these when they move into Key Stage One.</p>					



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Understanding the World	People, Community & Culture	I can talk about my own familiar environment. I am exploring and commenting on religious and cultural celebrations.		I am beginning to describe and observe my environment, using maps and texts to help me. I can talk about some similarities and differences between religious and cultural communities. I am exploring similarities and differences between my life and those of people in other countries.		I can describe my environment, using maps and texts to help me, as well as answering questions and engaging in discussion. I can talk about some similarities and differences between religious and cultural communities, drawing on experiences from their learning. I am exploring similarities and differences between my life and those of people in other countries, using non-fiction texts to help me.	
	Natural World	I am able to notice patterns and change around me. I use my senses to make observations. I can talk about familiar plants and animals.		I can look at similarities and differences, patterns and change in the world around me. I can make observations on the natural world, including plants and animals. I can talk about processes that happen in the natural world, such as life cycles and growth.		I can draw pictures of animals and plants and talk about them with an adult. I am beginning to talk about similarities and differences in contrasting environments. I can compare the seasons using observations.	
	Past & Present	I can talk about the past and present based on my own experiences. I can talk about people around me.		I am starting to look at differences between the past and the present. I can talk about the roles that people have around me. (and wider society) I use books to help me understand.		I enjoy talking about the lives of people around me and their roles in society. I can talk about similarities and differences between the past and now. I am becoming familiar with some key characters from History who had an impact on the world. (from books and learning)	
Cultural Capital							



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Expressive Arts and Design	Creating with Materials	<p>I like to explore mixing colours. I am investigating different tools. I can use props in my play. I am interested in music.</p>		<p>I like to explore different textures. I can cut and change materials to make them how I want. I can choose the resources that I need. I use characters and settings in my play. I like to create my own ideas. I am starting to explore making music.</p>		<p>I can be safe with different tools, materials and resources. I am confident to explore colour, design, texture and form. I can talk about what we have made.</p>	
	Being Imaginative	<p>I am starting build a collection of familiar songs and rhymes. I can play with other children on the same activity. I can add a story or narrative to my play. I can express myself to music.</p>		<p>I am becoming familiar with songs, rhymes, poems and stories. I can extend my play by adding my ideas. I can play cooperatively as part of a group. I am starting to perform songs, rhymes, poems and stories to others.</p>		<p>I can invent, change and recount stories with my friends. I like to sing a range of songs and nursery rhymes with my friends. I am starting to move in time to music and copy simple ideas.</p>	