







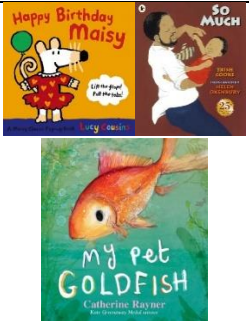



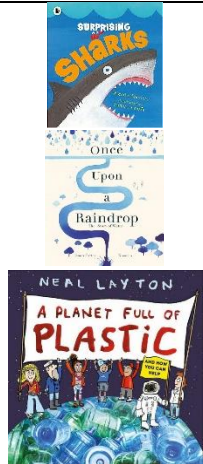



Long Term Planning: Ducklings and Wagtails 2024

Newton Regis and Austrey's Reception long-term plan displays a progression of knowledge and skills throughout the year. Outcomes for knowledge are taken from Birth to 5 Matters with the ELG as the end point for the year. Progression from Pre-schools, to Reception, into Year 1 have been considered when planning overviews to ensure curriculum coverage to guarantee that each child thrives on their individual learning journey





| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------|--|--|--|--|--|---|
| THEME | Me and My Superhero's! | Let's Celebrate | Once upon a Time | All things Great and Small | The Great Outside | Looking after our World |
| Value s | TRUST  | COMMUNITY  | FORGIVENESS  | DIGNITY  | JUSTICE  | HOPE  |
| Overview | All about Me My Family My Friends People who help us | Bonfire Night and Diwali Remembrance Birthdays Christmas | The UK The three Little Pigs Materials | Lifer Cycles Comparison of Africa and the UK Minibeasts/Dinsoaurs | Planting /Growing Our local environment | The seaside Transport and Travel Floating and sinking Recycling |

| | | | | | | |
|---|--|---|--|--|---|---|
| <p>Power of Reading TEXTS</p>  |  |  |  |  |  |  |
| <p>Vocabulary</p> | <p>Emotions Happy Sad Angry Feelings Shadows Calm Peace Poem</p> | <p>Clap Stamp Scrunch Flip Flap Instruction List</p> | <p>Traditional Tales Prediction Sour Sweet Tangy Character Design Dazzling Story</p> | <p>Africa Prediction Squidgy Ripe Antelope Hyena Ostrich Wildebeest Lizard</p> | | |

| | Poet Poetry Illustrations Rough/Smooth Raw/Cooked | | Words Sentences Finger Spaces | Author Illustrator | | |
|---|--|--|--|---|--|---|
| Communication and Language  | Engage in story times ·Understand how to listen carefully, and why listening is important. ·Learn new vocabulary. · Listen carefully to rhymes and songs, paying attention to how they sound ·Engage in non-fiction books | Engage in story times ·Develop social phrases. ·Use new vocabulary through the day. ·Learn new vocabulary. ·Ask questions to find out more and to check they understand what has been said to them. ·Articulate their ideas and thoughts in wellformed sentences · Listen carefully to rhymes and songs, paying attention to how they sound ·Engage in non-fiction books. | Listen to and talk about stories to build familiarity and understanding. ·Use new vocabulary through the day. ·Learn new vocabulary. ·Connect one idea or action to another using a range of connectives. ·Describe events in some detail. · Learn rhymes, poems, and songs. Engage in non-fiction books. · Listen carefully to rhymes and songs, paying attention to how they sound ·Engage in non-fiction books. | Listen to and talk about stories to build familiarity and understanding. ·Use new vocabulary in different contexts. ·Learn new vocabulary. ·Use talk to help work out problems and organise thinking and activities. ·Explain how things work and why they might happen · Learn rhymes, poems, and songs. ·Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | ·Listen to and talk about stories to build familiarity and understanding. ·Use new vocabulary in different contexts. ·Learn new vocabulary. ·Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. · Learn rhymes, poems, and songs. ·Listen to and talk about selected non-fiction to develop a deep | ·Listen to and talk about stories to build familiarity and understanding. ·Use new vocabulary in different contexts. ·Learn new vocabulary. ·Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. · Learn rhymes, poems, and songs. ·Listen to and talk about selected non-fiction to develop a deep familiarity with |



| | | | | | | |
|--|--|--|---|---|--|--|
| | | | | | familiarity with new knowledge and vocabulary | new knowledge and vocabulary |
| Writing and Reading | Fine Motor Skills Name recognising and writing Reading and writing labels | Reading CVC words Writing lists and labels. | Writing CVC words Writing lists and labels and captions. | Writing simple sentence that have been dictated Labels, lists and captions | Writing sentences Labels lists and captions | Writing sentences using our own ideas Labels lists and captions |
| Home Corner | Family Photos Our home | Birthday Celebrations Diwali Celebrations | Building an extension The Three Little Pigs The Three Bears House | Healthy Home | Planting in our home | Recycling |
| Wow Moments | Rosliston Forestry Park Mother's Day Assembly Grandparent visiting Walk to the Duckpond Chrysalis changing to a butterfly | | | | | |
| Phonics  | Little Wandle Letters and Sounds We follow the systematic synthetic phonics of "Little Wandle Letters and Sounds". We begin teaching phonics as soon as the children start school and assess progress every 5 weeks | | | | | |

| | | | | | | |
|--|---|--|---|--|---|--|
| <p>PSED JIGSAW</p>  | <p>Being Me in my World</p> | <p>Celebrating Difference</p> | <p>Dreams and Goals</p> | <p>Healthy Me</p> | <p>Relationships</p> | <p>Changing me</p> |
| <p>My Happy Mind</p>  | <p>Meet the Brain Understanding my and others emotions</p> | <p>Celebrate Celebrating who I am</p> | <p>Appreciate Appreciating me and others</p> | <p>Relate Building my relationships</p> | <p>Engage Pursuing my dreams</p> | |
| <p>Maths</p>  | <p>Same and different Matching Tallest/ shortest/ heaviest Patterns Subitising Counting Composition of number to 5 Comparison</p> | | <p>Develop subitising beyond 5 Begin to identify missing parts within 5 Explore 6 and 7 - 5 and a bit Equal and unequal groups Odd and even numbers Counting sequence Ordering numbers Verbally count beyond 20</p> | | <p>Number to 10 and beyond Rotating 2D shapes Grouping and Sharing Odd and Even Continue to develop counting skills Explore a range of representations Compare quantities and numbers Doubles Develop a sense of magnitude Identify when sets can be subitised verse counted Using a rekenrek</p> | |
| <p>Shape Space and Measure</p>  | <p>Compare size, *Mass and</p> | <p>*Circles and Triangles *Positional Language</p> | <p>*Compare Mass *Compare Capacity</p> | <p>*Length & Height *Time *3D shape *Pattern</p> | <p>Spatial Reasoning 1/2 *Match, Rotate, Manipulate</p> | <p>Spatial Reasoning 3/4 *Visualise and Build *Mapping</p> |

| | Capacity, *Exploring patterns | *Shapes with 4 sides *Time | | | *Compose and decompose | |
|---|---|--|---|--|---|--|
| PE  | First PE / Enjoy a ball- PPP scheme Multi-skills (CU Lead) | Multiskills PPP Invasion games (CU Lead) | Jungle Dance or Superhero Dance Gymnastics (CU Lead) | Football FUNdamentals PPP Outdoor and Adventurous Activities (CU lead) | Fitness and Fundamentals PPP Athletics - CU lead | Athletics PPP Team games (striking and fielding) - CU lead |
| Physical Gross and Fine Motor | Throwing and Catching Team games Multi Skills Use their core muscles strength to achieve good posture when sitting on the floor or a table Use small- and large-Scale equipment Hold a pencil and make marks | Control their body whilst performing a sequence of movements. Team Games Invasion games Use their core muscles strength to achieve good posture when sitting on the floor or a table Use small- and large-Scale equipment Hold a pencil and make marks Use small tools such as scissors and tweezers | Dance Gymnastics Begin form letters correctly. Handle real tools with control! Cutting lines scissors Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Move energetically, such as running, jumping, dancing hopping, skipping, and climbing. Use a | Gymnastics Outdoor Adventurous Activities Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing. Use a range of small tools, including | Racket skills Athletics Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Move energetically, such as running, jumping, dancing, opping, skipping, and climbing. Hold a pencil | Athletics Team games Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor Negotiate space and obstacles afely, with consideration for themselves and others. Demonstrate |



| | | | | | | |
|--|--|---|--|---|---|--|
| | | <p>Make clockwise and anticlockwise circles</p> | <p>range of small tools, including scissors, paintbrushes, and cutlery</p> | <p>scissors, paintbrushes, and cutlery,</p> | <p>effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes, and cutlery</p> | <p>strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. • Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. • Use a range of small tools, including scissors, paintbrushes, and cutlery. • Begin to show accuracy and care when drawing.</p> |
|--|--|---|--|---|---|--|

| | | | | | | |
|--|--|--|---|--|--|---|
| <p>Handwriting/Skills Letter-join</p> | <p>Circles and Spirals Lines and Diagonals</p> | <p>Jellies and Zigsags Loops and Waves</p> | <p>Recap on Patterns I,l,t Letter Family</p> | <p>U,u,e letter family C and O family</p> | <p>A and D letter family M,n,h letter family J and y letter family</p> | <p>G and Q letter family B, p,k letter family V,s,r letter family F,x,z letter family</p> |
| <p>KUW Overview Geography History</p> | <p>My House My Road My school My Family Tree</p> | <p>Making maps of the classroom Hide and Seek</p> | <p>Where do we live in the UK?</p> | <p>Where is Africa and What animals live there?</p> | <p>Making a large-scale map of our village Austrey to the church Newton to the duck pond</p> | <p>Treasure maps Old and New</p> |
| <p>Enquiry Questions</p> | <p>How am I special and unique? What do I look like? Who is special to me? Who helps us stay safe?</p> | <p>How do I celebrate? birthday/Bonfire night/Christmas? Are all Christmas Trees the same? How do I celebrate Christmas at home?</p> | <p>Who is in my family? (past and present) What is special about my family? Who might I see at the church? Who might I see in the shop? What country do we live in?</p> | <p>What are the animals in Africa? Who is David Attenborough? What can I see in Spring? How are toys different from when David Attenborough was a child?</p> | <p>Can you make a large map ? Can you draw a simple map? What house are old and which houses are new? What is in our garden?</p> | <p>Who has sailed on the seas? Famous pirates/ Ben Ainslie/Ellen Macarthy/ Neil Armstrong How to make a boat move on water? Where can I find the sea?</p> |



| | | | | | | |
|-----------------------|--|---|--|--|---|--|
| | <p>What are the parts of my face and body?</p> <p>What is my daily routine?</p> <p>Can we make a map of our classroom?</p> <p>What can I see in Autumn?</p> <p>How can I take a photo using an iPad?</p> | <p>How do other people celebrate Christmas?</p> <p>How do we celebrate Christmas at School?</p> <p>What can I see in Autumn/Winter?</p> | <p>What can I see in Winter?</p> <p>What can I see/feel touch when something freezes?</p> <p>What materials make the most stable home?</p> | <p>What is the life cycle of a butterfly?</p> <p>What is the life-cycle of a frog?</p> | <p>What are minibeasts?</p> <p>Where do minibeast like to live?</p> <p>Can you make a minibeast habitat?</p> <p>What can we grow?</p> | <p>Can I make a treasure map?</p> <p>What happens in Summer? How it different to Winter?</p> <p>Who is Jaques Cousteau?</p> <p>Who is Eugenie Clarke?</p> <p>Where is our nearest town?</p> <p>What is the difference between Tamworth and a seaside town?</p> |
| <p>Science Themes</p> | <p>Natural materials</p> <p>Signs of Autumn</p> | <p>Light and Dark</p> <p>Senses</p> | <p>Construction</p> <p>Three Little Pigs</p> <p>Building shelters</p> <p>Using real tools</p> <p>Magnets</p> | <p>Life- cycles of a butterfly</p> <p>Life - Cycle of a frog</p> <p>Healthy Eating</p> | <p>Planting</p> <p>Gardening</p> | <p>Floating Sinking</p> <p>Making boats</p> |

| | | | | | | |
|------------|--|--|---|--|---|---|
| Vocabulary | Unique, different Family, body, shins, calves, skull, ankle, knee, hip, chest, similar, different, same, special | Celebration, tradition, remember, Christmas, Diwali Rama/Sita/diva/rangoli, presents, gift, God, Jesus, Mary, Joseph, Stable, Nativity, journey, Remembrance Day | Stable, strong, construction, Traditional tales, prediction | Unique. Butterfly, egg, chrysalis, hatch, chicken, feather, fur, frog, froglet, tadpole, insect, minibeast | Water, seed, grow, planting, sunlight, habitat, house, bungalow, shop, | Floating, sinking, tamworth, village, town, Treasure map, map, diving, ocean, sea |
| RE | UC- F1 God/Creation Why is the word of God so important to Christians? | UC F2 Incarnation Why do Christians perform nativity plays at Christmas? | F1 How can people show they belong together? | UC - F3 Salvation Why do Christians put a cross in the Easter Garden? | F2 Who are the people in sacred stories and why might the still be important today? | F3 How do people know how to treat each other? |
| ART and DT | Self Portraits Picasso Giuseppe Arcimboldo Making Fruit Faces Gustav Klimt | Mark Burrell Firework Pictures perform. Rangoli Patterns Christmas cards | Observational Drawing Hokusai Fabric Cart Design and make castles for the ball | Animal Art Exploring lines, patterns, and Texture Creating Animal Shelters for a model of our zoo | Henry Moore Outdoor Sculpture Creating Buildings of Austrey and Newton Van Gogh | Oil Pastel Picture Technique- Sea Creates Making a boat |

Reception EYFS Long term Planning



| | | | | | | |
|---------------|--|--|--|--|---|--|
| | Exploring and describing Materials Making a collage | | | | Observation drawing of sunflowers Natural collage | Marc Allant Jelly fish watercolours |
| Food | Fruit Salad | Christmas Cooking | Biscuits for Little Red Riding hood's Granny | Making a healthy meal | Making a picnic Going on a picnic | Seafood and Salads |
| FOREST FRIDAY | Climbing and Crawling Scrambling Numbers to 3 Making triangles | Large space running Wrap up warm Exploring Ice Welly Walk | Signs of Winter Winter Walks Great British Bird Watch Bird Feeders The Three Little Pigs houses The Leopard's Drum action story | Signs of Spring Minibeast hunt Observational drawing | Planting Going on Bear Hunt Balancing | Signs of Summer Walk to the duck pond |
| Music | I've got a grumpy face The Sorcerer's Apprentice Witch, Witch Row, row, row your boat | | Bird spotting: Cuckoo Polka Shake my sillies out Up and down Five fine bumble bees | | Down there under the sea It's oh so quiet Slap, clap, clap Bow, bow, bow Belinda | |



| | | | |
|-------------------|--|--|---|
| <p>Computing</p> | <p>Simple City The Doctors All about me Christmas</p> | <p>Simple City Farm, Vet Zoo Garden Seasons Weather and Pets</p> | <p>Simple City The Café Topic Under the sea Seaside Fairy Tales</p> |
| <p>Technology</p> | <p>Computing in Early Years does not mean just using a computer-it can be developed across almost every area of learning and as part of many different play-based activities. It involves exploring objects that work in different ways and can be used for different purposes. Mechanical toys that encourage exploration of cause and effect and imaginative play resources can all aid children's understanding of computing and it's real world applications e.g. old laptops/keyboards/old mobile phones/plug in phones/typewriters/vintage coffee grinders/weighing scales/cars/watch/clock/wind-up toys/toys with gears, levers, pulls, knobs or handles/an interactive whiteboard/cd player/headphones/voice recorder/light up vanity mirror/electrical microscope/lamp/beebots/torches/alarm clocks/microwave Role play pretend items-microwave/cooker/iron/washing machine/camera/fridge/drill/vacuum/television</p> | | |