



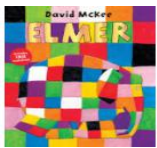
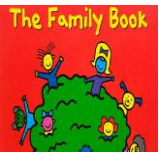
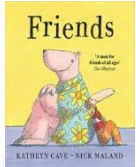
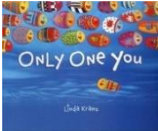
Beaumont Primary School Reception Long Term Plan

The Beaumont family endeavours to create a love of lifelong learning, grow healthy resilient minds and develop aspirational future citizens. Our children will make a difference by leading by example, showing tolerance and compassion within a diverse world and being an active and valuable part of society.

General Themes

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
I am Special!	Let's Celebrate! (Festivals)	People who help us	Superheroes to the rescue!	Let it grow! (Lifecycles)	Let's take a story trip!

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	I am Special!	Let's Celebrate! (Festivals)	People who help us	Superheroes to the rescue!	Let it grow! (Lifecycles)	Let's take a story trip!
Mathematics  At Beaumont we have access to the "Power maths" scheme, which guides and supports our delivery of the mathematics curriculum.	-Numbers to 5 -Comparing groups within 5. -Shape (2D and 3D shapes)	-Change within 5 -Number bonds within 5 -Space	-Numbers to 10 -Comparing numbers within 10 -Addition to 10 -Measure (Length, height and weight)	-Number bonds to 10 -Subtraction -Exploring patterns	-Counting on and counting back -Numbers to 20 -Numerical patterns	-Shape (composing and decomposing) -Measure (Volume and capacity) -Sorting -Time
Literacy Reading At Beaumont, we use the "ELS" phonic programme, which supports both phonics and early reading development. 	-Phase 2 ELS Famous 5: The rainbow fish Nursery rhymes Kippers birthday Goldilocks and the three bears My senses (non-fiction) Poetry to perform: Twinkle. Twinkle little star Poetry to share: Zim Zam Zoom by J Carter & N Colton Ready for Spaghetti by Michael Rosen	-Phase 3 ELS Famous 5: Room on the broom Stick man The Little Red Hen The best Diwali ever Diwali (non-fiction) Poetry to perform: Incy, wincy spider Poetry to share: Zim Zam Zoom by J Carter & N Colton Ready for Spaghetti by Michael Rosen	-Phase 3 -4 ELS Famous 5: Funny bones Burglar Bill Mog and the V.E.T A cat in the tree Emergency 999! Ambulance (non-fiction) Poetry to perform: Humpty dumpty Poetry to share: Zim Zam Zoom by J Carter & N Colton Ready for Spaghetti by Michael Rosen	-Phase 3 -4 ELS Famous 5: Supertato Superworm Superpigs A superpower like mine Wonderful worms (Non-fiction) Poetry to share: Zim Zam Zoom by J Carter & N Colton Ready for Spaghetti by Michael Rosen	-Phase 4 ELS Famous 5: The hungry caterpillar Caterpillar & butterfly (non-fiction) Chicken Licken Egg & Chicken (non-fiction) Jack and the beanstalk Poetry to perform: Dingle, Dangle Scarecrow Poetry to share: Zim Zam Zoom by J Carter & N Colton Ready for Spaghetti by Michael Rosen	-Phase 5 introduction ELS Famous 5: Rapunzel Little Red and the very hungry lion You're safe with me My Grandma and me Cities of the world (non-fiction) Poetry to perform: The grand old duke of York! Poetry to share: Zim Zam Zoom by J Carter & N Colton Ready for Spaghetti by Michael Rosen

Writing At Beaumont, we use the "Letter join" programme to support writing development	-Initial sounds -Mark making -Name writing 	-lists and labels -recipe 	-Captions/sentences -sequencing -lists and labels 	Captions/sentences -lists and labels -simple stories 	-Re-telling -Captions/sentences -list and labels 	-Re-telling -Captions/sentence -questions 
Physical Development At Beaumont, in addition to the rich physical curriculum, the children also take part in a PE session each week using the "Get set PE" scheme. 	Get Set 4 PE unit Introduction to PE Continuous provision provides a range of activities to help develop all children develop physical skills.	Get Set 4 PE unit Fundamentals Continuous provision provides a range of activities to help develop all children develop physical skills.	Get Set 4 PE unit Ball Skills Continuous provision provides a range of activities to help develop all children develop physical skills.	Get Set 4 PE unit Games Continuous provision provides a range of activities to help develop all children develop physical skills.	Get Set 4 PE unit Gymnastics Continuous provision provides a range of activities to help develop all children develop physical skills.	Get Set 4 PE unit Dance Continuous provision provides a range of activities to help develop all children develop physical skills.
NB:	On occasions, Reception class will have an enrichment opportunity with sport coaches to further enhance physical development, this doesn't interrupt the progression of learning in EYFS but adds to their experience.					
Personal, social and emotional development At Beaumont, all our learning is underpinned  by our character education who take the shape of superheroes, encouraging the children to develop, perseverance, resilience, teamwork, motivation,	 -school routines -building relationships -celebrating differences -managing needs -get to know our Beaumont characters!	 -managing needs -building relationships -kind and unkind behaviour - naming feelings	 -looking after ourselves (handwashing etc) -Who should I call in an emergency? -My family	 -dealing with emotions -listening and caring about others -promoting independence	 -How to be a good friend -being healthy -looking after the environment	 -personal achievements -expressing feelings -aspirations

determination and be aspirational. 						
Communication & Language <i>At Beaumont, the children are immersed in a vocabulary rich curriculum which underpins all our learning. This is enhanced by the delivery of extra Language interventions such as WELLCOMM.</i> 	Enjoying listening to stories and developing attention and listening skills. Join in simple rhymes and songs.	Listen to and explore new vocabulary begin to use this within my play. Use words to communicate with peers and adults.	Articulate wants, needs and ideas. Engage in non-fiction books.	Listen to, talk about and re-tell familiar stories. Begin to ask questions.	Describe events in more details Articulate thoughts and ideas into well-formed sentences.	Partipate in small group and 1:1 discussions articulating own thoughts and ideas. Use talk to help work out problems and organise thinking.
Understanding the World At Beaumont, we encourage first hand experiences that include "wow" moments, visits and visitors that spark curiosity and a love of learning. 	History: -Who is in my family and how have I changed? Geography: -Where do I live -What is in my community? Science: -seasons -our senses. RE:	History: -remembrance day -bonfire night Geography: -are celebrations the same in other countries? Science: -seasons -changing states of matter RE :	History: -Emergency services in the past. Geography: -How can we look after our environment? Science: -seasons -classifying animals into groups.	History: -who is important to me? Geography: -Create a simple map from a story Science: -seasons -materials RE: -Ramadan/Eid -Easter	History: -Changes that have happened to me. Geography: -Creating a map of the farm. Science: -seasons - life cycles Computing: - Programing 2: programing Bee-Bot's	History: -Traditional tales -What was school like for parents and grandparents? Geography: -What is life like in other countries? Science: -seasons -floating and sinking RE: -tolerance

	-How am I different and special? Computing: Computing through continuous provision.	-Celebrations: (Diwali and Christmas) Computing: Computing systems and networks 1: Using a computer	Computing: Programing 1: All about instructions	Computing: Computing systems and networks: explore hardware		-Eid -visit to a church Computing: Data handling: introduction to data.
Expressive Art & Design <i>At Beaumont, children develop their musical knowledge and skills through the delivery of the "Sparkyard" programme.</i> SPARKYARD 	Art: -Exploring colours -Self portraits Music: Hear my voice! What's the music saying? Instruments everywhere	Art: -Jackson Pollock -Exploring clay DT: Autumn hibernation boxes Music: Christmas performance Playing with songs	Art: -Creating using imagination Music: What's the pattern? Playing musical patterns and accompaniments	Art: -Exploring materials and texture. -Designing and Creating a celebration card. DT: Spring flower threading Music: Exploring descriptive sounds Let's Perform!	Art: -Vincent Van Gogh -Pop up chicks DT: Making a rainbow salad. Music: Class assembly performance Pitch play and changing sounds Patterns and sequences	Art: -Group collage Music: Meet the Characters Perform a story!

Early Learning Goals

End of Year Expectations

Communication and Language

Listening, Attention and Understanding

- 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.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- 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.
- 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.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.
- 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.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- 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.

Managing Self

- 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.

Building Relationships

- 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.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- 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.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.