



# Reception Long Term Plan

## Spring 2024

At Emmaus, we plan our Early Years curriculum with our children's talents and needs placed at the heart of all we do. This map provides a general overview of the core curriculum for the term, this is then enhanced according to the particular interests of the children. Through this, specific skills, concepts and attitudes are developed in line with their individual attainment

<p><b>Intent for this term...</b>                  To empower our children to know how to 'Reach For the Stars' and recognise their hopes and dreams                  To follow in the footsteps of Jesus as we <b>grow in God's love and shine...from the inside out</b>                  To <b>develop perseverance</b> when faced with difficulties                  To provide <b>magic moments of awe and wonder</b> to stimulate language, curiosity and eagerness to learn                  To commit to our promise that our children will "Talk, Read and Play...every single day"</p>					
	<p><b>Spring 1: 'Happy New Year'</b></p>		<p><b>Spring 2: 'Reach for the Stars'</b></p>		
<p><b>Possible Lines of Development</b></p>	<p>Wishes &amp; Dreams                  Winter                  Dragons, Castles, Knights                  Forest School: Ice Decorations &amp; Winter Bird Feeders</p>		<p>Space/Aliens: CSI Crash Site investigation                  Books: Julia Donaldson/World Book Day                  Planting seeds                  Superheroes                  Growing &amp; Changing: Life Cycles                  Forest School: Potions</p>		
<p><b>WOW experiences</b></p>	<p>Lunar New Year celebrations: Dragon dancing, Parade, traditional food and customs                  Forest School Seasonal Exploration - Winter                  In My Liverpool Home  <u>Special Events</u>                  Epiphany                  Maths Party Day                  Lunar New Year - Year of the Dragon                  Safer Internet Day                  Children's Mental Health Week</p>		<p>World Book Day: dress up as a book character/book hunt                  Visit to the Story Barn                  Duckling hatching experience                  Holy Week Prayer Spaces/Cross of New Life                  Easter Bunny/Egg hunt                  Forest School Seasonal Exploration - Winter &gt; Spring (begins 20 March 23)  <u>Special Events:</u>                  Shrove Tuesday                  Ash Wednesday                  World Book Day                  Easter                  Holi                  Spring                  Mother's Day</p>		
<p><b>Core Texts</b></p>	<p>To promote familiarity and enable the children to retell several stories we have favourite texts available throughout the year and revisited regularly: Owl Babies, <b>The Gruffalo</b>, Handa's Surprise, My Gumpy's Outing, Rosie's Walk, <b>Six Dinner Sid</b>, Mrs Armitage on Wheels, <b>Whatever Next</b>, On the Way Home, Farmer Duck, <b>Goodnight Moon</b>, Shhhhh! (Pie Corbett Reading Spine)</p>				
	<p><b>Whatever Next/Six Dinner Sid</b></p>		<p><b>Goodnight Moon/The Gruffalo</b></p>		
<p><b>Personal, Social and Emotional Development</b></p>	<p>ongoing observational assessments</p>	<p>Supporting Texts:                  'Squirrel's New Year Resolution'                  'The Wish Tree'                  Non Fiction Books:                  Chinese New Year                  Shrove Tuesday                  Ash Wednesday                  Holi                  The Easter Story</p>	<p>Circle Time: sharing our hope and dreams for the New Year, Introduce the concept of 'Reaching for the Stars' through songs and stories                  Introduce goals/challenges and how to work towards them.                  Label feelings using ROAR resources                  Respect other cultures and festivals: Lunar New Year week long celebration                  Celebrations: Happy New Year, Valentine's Day                  Explore 'Celebrations' through role play, souvenirs, special books and RE resources                  Use the WonderWall to continue to celebrate achievements and magic moments                  Safer Internet Day: knowing how to stay safe and be kind to others online                  Introduce weekly learning challenges in each base                  Jigsaw Theme: 'Dreams and Goals'</p>	<p>Circle Time: keeping myself safe and happy; consider and express their own and the needs and feelings of others and attempting to resolve conflict with others;                  Circle Time: looking after our world &amp; God's creation, taking responsibility for our actions                  Label and manage feelings using the ROAR rainbow and sensory resources/stories                  Reflecting on people we love and showing our love for them: Mother's Day and Easter                  Festivals and Celebrations: learning the traditions associated with Shrove Tuesday, Ash Wednesday, Holi, Mother's Day, Holy Week, Easter                  Explore &amp; compare Spring festivals: Holi and Easter                  Visit from Deacon Chris to explore 'Gathering'                  Looking after living things: hatching ducks, frogspawn                  Fairtrade Fortnight: understanding fairness and sharing with others                  'Prayer Spaces' time to reflect on Gospel values during Holy Week</p>	<p>PUPIL PROGRESS</p>



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				Use the WonderWall to continue to celebrate achievements and magic moments Embed weekly learning challenges in each base Jigsaw Theme: 'Healthy Me'	
<b>Physical Development</b>	ongoing observational assessments	<p>Texts:</p> <p>'The Great Race' 'Chopsticks'</p> <p>'The Big Pancake' 'Mr Wolf's Pancakes'</p> <p>'Chicken Clicking' 'Once Upon a Time Online'</p> <p>'Smartie the Penguin' 'DigiDuck's Adventures'</p>	<p><b>Get Set 4 PE Unit 1 Games</b> Develop understanding of playing games through the topic of 'transport'. Practise and further develop fundamental movement skills through games. Learn how to score and play by the rules, how to work with a partner and begin to understand what a team is, as well as learning how to behave when winning and losing.</p> <p>Developing <b>movement skills</b>: Chinese dragon and fan dances with Mrs Neild, Chinese dragon parade, moving with developing fluidity in time with others. Recreate the 'Great Animal Race' in outdoor provision</p> <p>Develop <b>self-care skills</b>: changing into PE kits with support for buttons, ties, socks, laces. Dress up in Chinese cultural costumes in role play Chinese restaurant.</p> <p><b>Looking after ourselves</b>: Safer Internet Day: knowing <b>how to stay safe online</b> and know the importance of sensible amounts of screen time</p> <p><b>Healthy Eating</b>: Prepare, cook and taste Chinese food (stir fry, fortune cookies)</p> <p>Handwriting: teach the <b>correct letter formation</b> for long ladder letters, curly caterpillar letters using a <b>developing pincer grip</b></p> <p><b>Fine motor skill development</b>: using tools and materials to make New Year wishing stars/wands, winter bird feeders, Chinese lanterns and fans, dragon and lion puppets, lucky red envelopes, Valentine's cards. Use found materials and recycled resources collaboratively to create, make and decorate a giant Chinese dragon. Strengthen scissor skills to independently and safely cut around irregular shapes Introduce connecting skills: hole punch, treasury tags, paper clips, elastic bands to connect resources together with support, then independently</p> <p><b>Funky Fingers</b>: 'chopstick challenges' to pick up and transport small objects using chopsticks &amp; tweezers</p> <p>Further improve <b>core strength</b> using slack line &amp; rope ladder in Forest School</p>	<p><b>Get Set 4 PE Unit 1 Ball Skills</b> Develop their ball skills through the topic of 'minibeasts'. Develop fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing and catching, dribbling with feet and kicking a ball. Develop their fine and gross motor skills through a range of game play using a variety of equipment.</p> <p>Developing <b>movement skills</b>: participate in Pancake Day Races, Easter egg hunting/rolling, Spring dancing led by Mrs Neild</p> <p>Develop <b>self-care skills</b>: independently dressing into PE kit and organising belongings</p> <p><b>Look after ourselves</b>: handwashing techniques before eating, after using the toilet</p> <p><b>Healthy Eating</b>: Prepare, cook and taste pancakes with a variety of toppings. Express preferences. Prepare and cook Easter 'nest' cakes with chocolate and cereal</p> <p>Handwriting: teach the <b>correct letter formation</b> for one arm robot letters, zig-zag monster letters using a <b>strengthening pincer grip</b></p> <p><b>Fine motor skill development</b>: select and use tools and materials of own choosing to make Mother's Day cards, Easter cards and baskets Mix and make playdough to participate in 'dough disco' fine motor skill development sessions</p> <p>Handle living things with due care and attention: chicks, aquatic marine life, plants and seedlings</p> <p><b>Funky Fingers</b>: use tweezers, tongs, pegs, hammers for fossil hunting; hatching chicks and eggs; rescuing aliens from slime; potion making; planting</p> <p>Further improve <b>core strength</b> using hammock, slack line &amp; rope ladder in Forest School; peanut ball, trampet and wobble boards.</p>	PUPIL PROGRESS
<b>Ready Steady Write - Communication and Language/ Literacy</b>	Ready Steady Write Assessment	<p>Vehicle Text: Juniper Jupiter</p> <p>Little Red</p>	<p>Vehicle Text: Juniper Jupiter</p> <p>Continue to introduce elements of Ready Steady Write, focusing on the story Children will enjoy, explore and respond to the text. We will become familiar with the text and then plan a sentence and write sentences through shared writing activities.</p>	<p>Vehicle Text: Little Red</p> <p>Continue to introduce elements of Ready Steady Write, focusing on the story. Children will enjoy, explore and respond to the text. We will become familiar with the text and then plan a sentence and write sentences through shared writing activities.</p>	



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<p><b>Communication and Language</b></p>	<p>ongoing observational assessments</p> <p>Wellcomm</p>	<p>Supporting Texts: Whatever Next Six Dinner Sid Goodnight Moon Shhh!</p> <p>Non Fiction Books: Chinese New Year Chick Diary, Frog Book, My Life</p> <p>Three Billy Goats, Three Little Pigs, Goldilocks, Little Red Riding Hood</p> <p>We're going on an Egg Hunt The Odd Egg The Easter Story</p> <p>Juniper Jupiter Little Red</p>	<p>Share their ideas and hopes for what the new year may bring Recall events from previous year, recounting experiences</p> <p>Learn new vocabulary and use it through the day, in different contexts. Circle time: discuss own family New Year celebrations and Chinese New Year experiences in Liverpool. Use special books to support talk about familiar experiences and interests Role Play: Chinese Restaurant Small World Play: the great animal race with animal figures</p> <p>Listen with attention to books read aloud and answer simple questions relating to the story about characters and plot Express opinions, saying why they like/dislike something Structure questions using who, where, what? prompts Introduce 'talk for writing' techniques-to verbalise their ideas clearly before attempting to write them down or draw them Play memory games such as Kim's game to develop attention and recall skills</p> <p>Story Baskets: retelling Three Billy Goats, Three Little Pigs, Goldilocks, Little Red Riding Hood with puppets and prompts Retell the familiar story for the half term: Whatever Next, once they have developed a deep familiarity for the text.</p>	<p>Learn new vocabulary and use it through the day, in different contexts. 'Time to Talk'-make predictions, talk about observations, draw conclusions and make links during Living Eggs/Aqua Explorers/Fossil experiences Recount clearly significant experiences using a range of vocabulary: hatching eggs. Talk for Writing techniques: plan and orally rehearse ideas then count words and finger spaces before attempting to write them down</p> <p>Retell the familiar story for the half term: The Gruffalo, once they have developed a deep familiarity for the text.</p> <p>Discuss the Space craft that crash lands in our outdoor classroom. Research about Space and discuss what we know. Develop our Space vocabulary knowledge and share our ideas about who was in the space craft. Listen with increasing attention to stories read aloud and try to retell in sequence Small World Play: develop imagination and specific vocabulary for animals/habitats-domestic pets, farm, zoo, safari, savannah, arctic</p> <p>Introduce Tales Toolkit storytelling prompts: character, setting, problem, resolution Structure own story-telling using these prompts and develop to improve story writing Develop questioning skills to find out more about living things: who, why, how, what, where? Introduce prediction skills: based on observations, talk about what might happen next?</p> <p>Developing language of comparison, size, change as we watch as living things grow and change. Encourage curiosity to think, wonder, make links, draw conclusions. Introduce talking partners: work in pairs to discuss/share ideas/listen to different opinions Tell traditional tales/stories using props, puppets and story baskets. Use imagination to create own versions of these stories. Easter egg hunt: understanding riddles and clues to find the treasure</p>	<p>PUPIL PROGRESS</p>
<p><b>Literacy</b></p>	<p>ongoing observational assessments</p>	<p>Supporting Texts: Whatever Next Six Dinner Sid Goodnight Moon The Gruffalo</p> <p>Three Billy Goats Gruff, Little Red Riding Hood, Three Little Pigs, Goldilocks</p> <p>Chicken Licken, Little Red Hen, Ugly Duckling</p> <p>Non Fiction Books: Egg Diary, Frog Book,</p>	<p>RWI Programme will be implemented for teaching the children to read decodable books.</p> <p><b>Reading</b> Children will learn to read some letter groups that each represent one sound and say sounds for them. To read common exception words. To read simple phrases and sentences made up of words with known letter-sound correspondences and exception words. Explore letters in the alphabet: upper and lower case Identify capital letters at the beginning of names and sentences</p> <p>Introduce 'Once Upon a Time' series to explore structure of traditional tales: Three Billy Goats Gruff, Little Red Riding Hood, Three Little Pigs, Goldilocks Talk about &amp; compare characters in familiar stories Reception adopted author: Julia Donaldson and sharing her stories Retell these stories using props, puppets, story baskets Read Phase 2 CVC words, captions and simple sentences with support, then independently Reading non-fiction books to gather information about Chinese New Year</p>	<p>RWI Programme will be implemented for teaching the children to read decodable books.</p> <p><b>Reading</b> World Book Day-bring favourite stories to school and dress as favourite characters Use storytelling cards and Tale Toolkit prompts to identify the character, setting, problem and solution in narratives Read and retell the stories: Chicken Licken, Little Red Hen, Ugly Duckling Introduce non-fiction genres: information books, diaries and journals linked to Living Things theme Explore key features of information books-labels, diagrams, contents, index, page numbers, alphabetical order Share non-fiction texts to find out facts about dinosaurs, fossils, space, chicks, frogs, marine life, conservation Distinguish between fact and fiction Read and sequence captions and sentences relating to life cycles of chicken, frog, people Planning own stories to tell using developing story vocabulary Reading stories selected specifically to enhance topic this half-term</p> <p><b>Writing</b></p>	<p>PUPIL PROGRESS</p>



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		My Life Juniper Jupiter Little Red	Reading stories selected specifically to enhance topic this half-term  <b>Writing</b> Support children to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Encourage children to re-read what they have written to check that it makes sense. Write full name from memory with correct letter formation Write wishes on new year wish wands Write cards for special occasions: Lunar New Year, Valentine's Day, Birthdays Write/Mark Making recount of significant experiences: New Year parade Write recount of the great race legend RWI Programme will be implemented for teaching handwriting, ensuring lower-case and capitals are formed correctly.	Support children to spell words by identifying the sounds and then writing the sound with letters. Write labels and captions for life cycles of hen, frog, ourselves Write in sequence: Chick Diary, Frog Book, My Life Write wanted posters for missing astronauts/ aliens Write/draw recounts of significant experiences: World Book Day, StoryBarn experiences Use Tales Toolkit prompts to structure and write own narrative stories based on familiar tales RWI Programme will be implemented for teaching handwriting	
<b>Phonics</b>	RWI  ongoing formative assessments  half termly summative assessments and re-grouping		We teach the RWI programme daily. By the end of Spring 1 we aim for children working at ARE to be reading short ditty stories or above. All children will as a minimum blend sounds to read words. Children receive a daily Speed sound lesson and a Word Time lesson. Children then read ditties/books, learning story words, speedy words and red words. Children complete reading and writing activities daily.  Children will receive pinny time, tuition time and additional interventions to help them to keep up.  Groups will progress through the RWI scheme, parents will be kept informed with weekly homework links and activities to support their child. Books/Ditties will be sent home daily. Our aim is that by the Summer Term all children will read at least 6 Set 2 sounds. They will be reading at least a Green Storybook.	We teach the RWI programme daily. By the end of Spring 2 we aim for children working at ARE to be reading red story books or above. Children receive a daily Speed sound lesson and a Word Time lesson. Children then read books, learning story words, speedy words and red words. Children complete reading and writing activities daily.  Children will receive pinny time, tuition time and additional interventions to help them to keep up.  Groups will progress through the RWI scheme, parents will be kept informed with weekly homework links and activities to support their child. Books/Ditties will be sent home daily.  We follow Read Write Inc and our aim is that by the Summer Term all children will read at least 6 Set 2 sounds. They will be reading at least a Green Storybook.	PUPIL PROGRESS
<b>Literacy: Writing</b>	Ready Steady Write Assessments	Juniper Jupiter  Little Red	Vehicle Text: Juniper Jupiter	Vehicle Text: Little Red	
<b>Mathematics</b>	ongoing observational assessments	<b>Texts to support mathematical concepts:</b>  'Six Dinner Sid' 'None the Number' 'A Squash & a Squeeze' 'Room on the Broom' 'Who Sank the Boat?' 'Anno's Counting Book' 'The Ugly Five' 'The Blue Balloon' 'Kipper's Toybox' 'Simon's Sock' 'What the Ladybird Heard' 'Titch' 'Tall'	<i>WhiteRose Maths 2021-22</i> <u>Spring 1 Weeks 1-3: Alive in 5!</u> <b>Introduce zero</b> <b>Composition of 4 and 5:</b> understand that all numbers are made of smaller numbers. Explore and notice different compositions of 4 and 5; explore partitioning a whole number into parts- introduce part, part, whole model; recognise that even when partitioned, the total remains the same; subitise small quantities 1-5. <b>Number bonds to 5:</b> partition 5 in various ways using the vocabulary add and takeaway; recognise 5p and investigate its equivalence to 2ps and 1ps Use informal jottings to record numbers / quantities <b>Compare Mass:</b> make direct comparisons by holding items to estimate which feels the heaviest. Prompt to use language: heavy, heavier than, heaviest; light, lighter than, lightest; <b>Compare Capacity:</b> build on understanding of full and empty to show half full, nearly full and nearly empty. Prompt to use language: tall, thin, narrow, wide, shallow.  <u>Spring 1 Weeks 4-6: Growing 6,7,8</u>	<u>Spring 2 Weeks 1-4: Building 9 and 10</u> <b>Introduce 9 &amp; 10:</b> continue to apply counting principles when counting to 9 and 10, forwards and backwards. Arrange 9 & 10 items into smaller groups to support conceptual subitising of larger numbers. Represent 9 & 10 in different ways; use ten frames, bead strings and fingers to subitise groups of 9 & 10. Notice that a ten frame is full when there is 10. <b>Comparing Numbers to 10:</b> Continue to make comparisons lining items up with 1:1 correspondence to compare them directly or by counting each set carefully and comparing their position in the counting order. Understand that when making comparisons, a set can have more items, fewer items or the same number as another set. Begin by comparing two quantities then progress to ordering three or more quantities. <b>Bonds to 10:</b> Explore number bonds to ten using real objects in different contexts. Use ten frames partially filled to find how many more to make a full ten? Use other manipulative such as bead strings, numicon or fingers to explore bonds to ten. Sing number rhymes to consolidate. <b>3D Shape:</b> Explore which shapes stack and which roll and why this is. Build using a variety of shapes and construct their own 3D shapes. Introduce the names of shapes: sphere,	PUPIL PROGRESS



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		<p>'Jack &amp; the Beanstalk' 'Jim &amp; the Beanstalk' 'Jasper's Beanstalk' 'Mr Wolf's Week' 'Mr Magnolia' 'Ten Black Dots' 'Pattern Fish' 'Cockatoos' 'Nine Naughty Kittens' 'Mouse Count' 'Pattern Bugs' 'Feast For Ten' 'One Gorilla'</p>	<p><b>Introduce 6, 7 and 8:</b> continue to apply counting principles when counting to 6, 7 &amp; 8. Represent 6, 7 &amp; 8 in different ways and can count out the required number of objects from a larger group. Arrange 6, 7 &amp; 8 items into smaller groups to support conceptual subitising to see how numbers are made up of smaller numbers. Order and compare representations. Notice 1 more/1 less patterns when counting on and back to 8</p> <p><b>Making Pairs:</b> build on earlier work on matching to find and make pairs. Understand that a pair is two. Explore collections of two. Arrange small quantities into pairs, noticing that some quantities will have an odd one left over with no partner. Play games which involve matching pairs.</p> <p><b>Combining 2 Groups:</b> Begin to combine two groups to find how many altogether using real objects in many different contexts. Encourage subitising where possible.</p> <p><b>Length and Height:</b> Describe length and height using developing language to make direct comparisons relating to length (longer, shorter), height (taller, shorter) or breadth (wider, narrower). Encourage indirect comparisons using blocks/cubes to measure items.</p> <p><b>Time:</b> Continue to order and sequence important times in the day. Describe when events happen using language: now, before, later soon, after, then and next. Recognise that regular events happen on the same day each week and use vocabulary: yesterday, today and tomorrow to describe when events happen.</p>	<p>cube, cylinder, cone, cuboid, pyramid. Explore similarities and difference as they play. Sort shapes according to what they notice.</p> <p><b>Pattern:</b> Build on earlier AB pattern work by introducing more complex patterns. Explore patterns which use items more than once in each repeat: ABB, AAB, AABB, AABBB. Encourage children to say each pattern aloud. Create patterns around edges of shapes as well as in straight lines. Include songs with rhyming patterns: Go Noodle, We Will Rock You.</p> <p><u>Spring 2 Weeks 5-6: Consolidation</u> <b>Consolidation</b> of all key concepts taught this term: Numbers to 5: zero and number bonds to 5 Numbers to 10: counting to 6, 7 &amp; 8; counting to 9 &amp; 10; comparing groups up to 10 Addition to 10: combining two groups to find a whole; number bonds to ten - ten frame; number bonds to ten - part-whole model. Shape &amp; Space: spatial awareness, 3D shapes, 2D shapes</p>	
<p><b>Understanding the World</b></p>	<p>ongoing observational assessments</p>	<p>Supporting Texts:</p> <p>'Look Up' 'Aliens Love Underpants' 'Roaring Rockets' 'How to Catch a Star'</p> <p>'Dat's New Year' 'Chinese New Year'</p> <p>'Charlie Crow in the Snow' 'Don't Hog the Hedge' 'When Will it be Spring?'</p> <p>'Dora's Eggs' 'We're Going on an Egg Hunt'</p> <p>'How to Look After Tadpoles' 'Ten Tiny Tadpoles'</p>	<p>Explore the <b>passage of time</b> in own life: 7 days in a week, 4 weeks in a month, 12 months in a years, the 4 seasons. Discuss the effects of changing seasons on the natural world.</p> <p><b>Explore life in the past</b> - Castles &amp; Dragons. Look at photos of historical dwellings and compare to our own homes. Discover <b>figures from the past</b> who may have lived or worked in a castle: Kings, Queens, Knights. Compare footage of Coronation of King Charles with Coronation of Queen Elizabeth</p> <p>Understand <b>celebrations from own culture:</b> Happy New Year and Valentine's Day Recognise and respect the <b>cultural traditions of other community New Year celebrations:</b> Lunar New Year</p> <p><b>Exploring special places in our community:</b> In My Liverpool Home Family Challenge Visiting Chinatown for New Year celebrations, naming local landmarks. Understand that <b>some places are special to members of community.</b> Introduce Google Earth on smartboard to locate where we live in comparison to China. Recognise <b>some environments that are different to the one in which they live.</b> Discuss similarities and differences. Draw maps for Chinese dragon dance around the school, <b>drawing information from the maps.</b></p> <p>Explore Winter: cold, ice, frost, snow using all our senses. Understand the <b>effect of changing seasons on the natural world</b> around them. Make ice decorations &amp; winter bird feeders Explore 'hot' and 'cold': making ice balloons, freezing objects in water &amp; predicting when they will melt</p>	<p>Learn about Springtime <b>festivals and celebrations</b> from own culture: Shrove Tuesday, Ash Wednesday, Mother's Day, Holy Week, Easter. Recognise and respect the <b>cultural traditions of other community Spring celebrations:</b> celebrate the Hindu Festival of Holi</p> <p>Our Place in Space: explore <b>historical world events:</b> Moon Landing and discover <b>figures from the past:</b> Neil Armstrong. Compare with NASA footage today and modern space travel. Use Google Earth and NF texts to explore our planet and the Solar System</p> <p>Identifying the weather every day. <b>Seasonal Change:</b> look for signs of spring in the immediate environment Family Home Learning Challenge: Spring Bucket List</p> <p>Incredible Eggs Hatching Experience: Explore and make observations and drawings of <b>growth and change in living things:</b> hatching ducklings (life cycle of a Duck), frogspawn (life cycle of a frog). Ask questions and find out more about life cycles using non-fiction books and the internet. <b>Investigate habitats:</b> pond-life (ducks and frogs) Explore similarities and differences between environments.</p> <p>Visit from <b>Special People in the Community:</b> North West Ambulance Service/Paramedic/Health Professionals</p>	<p>PUPIL PROGRESS</p>



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		'Frogs' Little People Big Dreams: Neil Armstrong	Identifying the weather every day <b>Observing change</b> in solids & liquids: freezing, melting, heating, cooling, boiling (making jelly, playdough, ice, powder paint, chocolate)		
<b>Expressive Arts and Design</b>	ongoing observational assessments	Supporting Texts: Non Fiction: Chinese New Year Holi  Non Fiction: Deng Wei Wei	Charanga Music: 'Everyone!' Unit Lunar New Year: Perform and learn new songs and accompanying actions with Lunar New Year theme. Watch and talk about dance and performance art, expressing their feelings and responses. Identifying different sounds and matching to instruments: drum, bell, chime, triangle, shaker Use simple percussion instruments to accompany dragon dance around the school Participate in Lunar New Year fan and ribbon dancing with Mrs Neil. Make up own rhythms using body parts Design and make Chinese fans, lanterns, red envelopes, dragon & lion puppets: use planning sheets to draw designs before making Make playdough Chinese dragons using loose parts. Design and make Lunar New Year/Valentines cards using collage materials Use imagination in small world area to re-enact the story of the Great Race 3D collaborative art: creating a Chinese dragon with found materials Artist study: Deng Wei Wei - dragon pictures with pastels, chalk, paint, felt-tips. Explore, use and refine effects to express their ideas and feelings. Chinese Calligraphy with water on Chinese markmaking scrolls  Use the Block Play area independently and safely: plan designs for a Chinese arch, look at real photos of arches then draw designs before building with large wooden blocks and enhance with red/gold materials/loose parts Large Construction with crates, reels, large blocks outside to design & build castles, forts, drawbridges, moats etc. Imaginative play: Castles and Dragons	Charanga Music: 'Our World' Unit Keep a beat using percussion instruments and real objects to accompany songs relating to topics Learning and performing seasonal & religious songs: Spring Chicken, Easter Jubilation, Beautiful Day in Springtime, Wonderful World, Little Green Frog, Shine from the inside out. Develop understanding of pitch and how to follow the melody. Springtime dancing with Mrs Neil  World Book Day/Julia Donaldson Reception Author Gruffalo Cave Imaginative Play Area. Re-enacting the story with puppets, costumes, storystones Making Gruffalo tea party and Gruffalos with dough and loose parts Egg Experience: Design and make a nest to keep an egg safe using clay/playdough & natural materials. Observational drawings of nature using chalk & oil pastels: eggs, chicks, frogspawn, tadpoles, spring flowers  Holi Celebrations: exploring powder paint and colour mixing Understanding primary and secondary colours, shades and tones. Link with Kandinsky Concentric Circles work. Holi outdoor art: splatter pictures, abstract designs Indian dancing to celebrate Holi with Mrs Neil. Watch and talk about dance and performance art, expressing their feelings and responses.	PUPIL PROGRESS
<b>Collective Worship</b>			Courage	Forgiveness	
<b>R. E.</b>	<b>Come &amp; See termly assessments</b>	<b>Celebrating:</b> People celebrate in Church - why is celebrating important, what is good about celebrating together, what a celebration is, different elements of celebration, different ways of celebrating <b>Gathering:</b> The Parish family gathers to celebrate Eucharist - why do we gather together, how we gather as a Church/Parish family, what are the things that are better done together & why, the importance of gathering <b>Growing:</b> Looking forward to Easter -the ways in which we grow, Spring is a time when things begin to grow, the ways in which we can grow in love to be more like Jesus,			
<b>Relationships and Sex Education</b>		<b>God loves each of us in our uniqueness:</b> Children know and understand that God has made them unique and that although we are all different we are all special to Him. Who do I play with at home and in school? Is it important to have friends? Why do my friends like me? Jesus is our friend			



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<b>French</b>	ongoing observational assessments	<b>Topic: The world around us</b> Growing 10 graines/Jacques (story) Savez-vous planter les choux? Take 10 action song to 15	<b>Topic: Animals and home environment</b> Animals and colours Ours Marron/Ours Polaire (song/story) L'hippoptame (rhyme)	
<b>Home/School Links</b>		Learning Logs weekly home learning challenges In My Liverpool Home Learning Challenge Spring Bucket List Home Learning Challenge Easter egg hunt Parents Evening		
<b>Educational Visits/Visitors</b>		Lunar New Year dancing, Happy Holi and Springtime dancing with Mrs Neil Visit to The StoryBarn World Book Day Deacon Chris for Gathering Paul Bradshaw for Internet Safety Governors to lead Prayer Spaces for Holy Week Coverdale Puppets for Easter/Easter Bunny		