



# Reception Long Term Plan

## Summer 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 <b>understand change</b> and know different ways they can manage their feelings                  To recognise their unique <b>talents and achievements</b>                  To appreciate the awe, wonder and <b>beauty of God's creation</b>, understanding they have a responsibility to look after our world                  To <b>develop resilience</b> when taking on new challenges or approaching milestones in their lives                  To commit to our promise that our children will "Talk, Read and Play...every single day"</p>					
	<p><b>Summer 1:</b>  <b>'What a Wonderful World'</b></p>			<p><b>Spring 2:</b>  <b>'Moving On'</b></p>	
<p><b>Possible Lines of Development</b></p>	Fairies Minibeasts & Megabeasts Dinosaurs/Fossils Bug Hunting in Forest School			Baby Animals Life Cycles: butterflies/ladybirds Pirates Albie's Adventures	
<p><b>WOW experiences</b></p>	Pentecost Campfire Giant African Land Snails 'Fairy-Cam' fairy door & letter Sunflower Challenge Bug Hotel Mindfulness in Forest School Forest School Seasonal Exploration - Spring > Summer <u>Special Events</u> Earth Day Mental Health Awareness Week Emmaus 27 <sup>th</sup> Birthday: Dedication Day Dylan's Reptiles Life Long Ago visit from T-Rex/Dinosaur Eggs Discovery			All Days Farm visit Message in a Bottle from the pirates Forest School Seasonal Exploration - Summer End of Year Campfire Wings to Fly transition experiences <u>Special Events:</u> Father's Day French Day Sports Day Nursery & Reception transition day Ice Cream van Reception Graduation	
<p><b>Core Texts</b></p>	<p><i>To promote familiarity and enable the children to retell several stories we have favourite texts available throughout the year and revisited regularly: Owl Babies, The Gruffalo, Handa's Surprise, Mr Gumpy's Outing, Rosie's Walk, Six Dinner Sid, Mrs Armitage on Wheels, Whatever Next, On the Way Home, Farmer Duck, Goodnight Moon, Shhhhhh! (Pie Corbett Reading Spine)</i></p>				
	<p>Handa's Surprise/Mr Gumpy's Outing</p>			<p>Farmer Duck/On the Way Home</p>	
<p><b>Personal, Social and Emotional Development</b></p>	ongoing observational assessments	Supporting Texts:  Only One You You Be You  Mental Health / Feelings Texts: The Colour Monster The Colour of Love	<p><b>Circle Time:</b> aspirations and dreams as we grow up, reflect on our own strengths, talk to others about their talents, how we can learn from our mistakes                  Share 'Only One You' and 'You Be You' stories for Family Challenge                  Reinforce the concept of 'Reaching for the Stars' through songs and stories                  Sing songs to affirm ourselves and each other: 'God's Spirit Lives in Me', 'Together' Song, 'Kind' Song, 'A Million Dreams', 'Get Back Up Again'</p> <p><b>Mental Health Awareness Week:</b> Connecting with nature, mindfulness walks and exploring our feelings.                  Distinguish between different feelings that we have using ROAR resources and sensory basket</p> <p><b>Celebrations:</b> Pentecost, St George's Day, Emmaus dedication day (22<sup>nd</sup> Birthday).</p>	<p><b>Circle Time:</b> preparing for change, 'moving on' exploring our feelings, making plans, understanding new routines                  Promote self-confidence &amp; ready for new challenges and changes in routines. Promote resilience and perseverance in the face of challenge.</p> <p><b>Begin transition arrangements for readiness for Year 1:</b> visit new classes, meet new teachers, make transition booklets</p> <p><b>Reflect on achievements and talents,</b> things we are proud of, things we would to get better at doing ready for moving into Year 1                  Support Nursery children on their transition visits to Reception: show friendship, care and consideration to others</p>	PUPIL PROGRESS



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		<p>The Cautious Caterpillar</p> <p>Oral hygiene: Jungle Mouth We're Going to the Dentist</p>	<p>Sports Day</p> <p>Use the WonderWall to <b>celebrate achievements</b> and magic moments throughout the year</p> <p><b>Good News</b>-share Good News postcards from home and post them in Good News postbox</p> <p><b>Pentecost Campfire</b>: being together, feeling warm and connected in the fire circle. Make links with fire and wind as symbols for the Holy Spirit</p> <p><b>Develop personal challenges for themselves</b>: understand perseverance, resilience, problem-solving, finding different ways to do things</p> <p><b>Understand team work</b>: how to be effective as a member of a team in games, challenges, community</p> <p>Face our fears and <b>develop resilience</b>, show respect for living things when 'Dylan's Reptiles' visit</p> <p>Jigsaw Theme: Relationships</p>	<p><b>Celebrations</b> - Reception Graduation, Transition Assembly, Sports Day Awards Use the WonderWall to celebrate all our achievements and magic moments this year Contribute to end of year reports: things I like in school Sing songs relating to themes 'Jesus is My Best Friend', 'Moving On', 'This is Me'</p> <p><b>Understand Friendship</b>: what makes a good friend Make Friendship Promises</p> <p><b>Understand fairness</b>, have class votes each day for snack, story choices etc</p> <p><b>Stay safe</b>: Sun safety</p> <p><b>Mindfulness</b>: Cosmic Kids yoga, Peace Out meditation Develop own ways to self-soothe or self-regulate through breathing, visualisation, affirmation, mindfulness, meditation</p> <p>Reinforce <b>oral hygiene</b> messages through songs and stories. Be 'sugar smart': use the 'sugar smart' app to understand the importance for making healthy choices in food and drink.</p> <p>Jigsaw theme: Changing Me</p>	
<p><b>Physical Development</b></p>	<p>ongoing observational assessments</p>	<p>Supporting Texts:</p> <p>Eric Carle stories</p> <p>'Jack &amp; the Beanstalk'</p> <p>'Jasper's Beanstalk'</p> <p>'Jim &amp; the Beanstalk'</p> <p>'Dear Greenpeace'</p> <p>'Someone Swallowed Stanley'</p> <p>'Notes for Living on Planet Earth'</p> <p>'Very Hungry Caterpillar'</p> <p>'How to Grow a</p>	<p><b>Get Set 4 PE Unit 1</b> Develop <b>fundamental movement</b> skills through the topic of 'all about me'. Fundamental skills will include balancing, running, changing direction, jumping, hopping and travelling. Develop gross motor skills through a range of activities. Learn how to stay safe using space, follow rules and instructions and work independently and with a partner.</p> <p>Developing <b>movement skills</b>: 'Wonderful World' dances with Mrs Neil, Practise sports day skills: throwing, catching, controlling, passing, kicking, balancing, running, jumping, dribbling Move in different directions and into different positions in response to spoken instructions (link with Beebots) Let's Move online dance lessons: Minibeasts, Jack and the Beanstalk, Hungry Caterpillar</p> <p><b>Looking after ourselves</b>: Encourage the need for <b>safe, sensible behaviour</b> to ensure safety of self and others: Sports Day training sessions to develop games skills: cooperation, leadership, following directions, listening to instructions, using and transporting sports equipment Pentecost campfire: show awareness of safety and a respect for rules</p> <p><b>Healthy Living</b>: Earth Day/Mental Health Awareness Week/Mindfulness/Yoga Bears/Peace Out meditation</p> <p>Handwriting: <b>developing pincer grip</b> when consolidating the <b>correct letter formation</b> for each letter family</p>	<p><b>Get Set 4 PE Unit 2</b> Continue to develop <b>fundamental movement</b> skills Physical: run, jump, hop, balance, change direction, travel Social: work safely, support others, share and take turns, co-operation Emotional: perseverance, honesty, determination, confidence, acceptance Thinking: comprehension, creativity, select and apply, exploration</p> <p>Developing <b>movement skills</b>: performing Graduation dances</p> <p>Develop <b>self-care skills</b>: Demonstrate independence when dressing: buttons, socks, zips, ties, shoes, wetsuits, wellies. Demonstrating this to help others</p> <p><b>Keeping safe</b>: Safety in the sun with 'George the Sun Safe Superstar' &amp; sing 'Slip, Slop, Slap' song</p> <p><b>Look after ourselves</b>: Manage own needs hygienically and safely before and after handling food; before, during and after physical activity.</p> <p><b>Healthy Eating</b>: Absolutely Catering Healthy Eating/Cooking Workshop - make pizzas with a range of healthy toppings. 'Eat a rainbow'-choose, prepare, taste foods that are red, yellow, green, orange, purple, brown. Express food &amp; taste preferences and say why</p> <p><b>Funky Fingers</b>: Develop own preferred pencil grip with dominant hand to form all letters correctly and consistently</p> <p>Further improve <b>core strength</b> using rope ladders, slacklines, monkey swing, hammock in Forest School and wobble boards, trampet, peanut ball. Know how to adopt 'respect</p>	<p>PUPIL PROGRESS</p>



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		<p>Sunflower'</p> <p>'The Cautious Caterpillar'</p> <p>'George: the Sun Safe Superstar'</p>	<p>'Pen Disco' sessions to reinforce letter formation and pencil control</p> <p><b>Fine motor skill development:</b> Using tools and equipment with recyclable containers to make musical instruments, minibeast, ocean creatures.</p> <p><b>Funky Fingers:</b> Jack's bean challenge: picking up beans with tweezers and transporting and filling containers of different sizes Pick up tiny things with pincer grip to create fairy gardens outside with natural resources Weaving and twisting materials to make fairy props</p> <p>Gross motor skill development: Use gardening tools to dig, plant, water seeds and bulbs in outdoor area</p> <p>Handle living things with due care and attention: Minibeasts, Dylan's Reptiles, Farm Animals</p> <p>Further improve <b>core strength</b> Balanceability LSSP balance bike sessions</p>	<p>position' during campfire sessions.</p> <p><b>Healthy Living:</b> Manage anxiety about moving classes, talk about feelings, Zen Den sessions, develop breathing techniques for times when we might feel anxious or scared. Relate to 'The Cautious Caterpillar' story InsectLore Growing Butterflies: link with growing our own wings to fly into Year 1.</p>	
<b>Ready Steady Write - Communication and Language/ Literacy</b>	Ready Steady Write Assessment	<p>Vehicle Text: The Extraordinary Gardener</p> <p>The Storm Whale</p>	<p>Vehicle Text: The Extraordinary Gardener</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: The Storm Whale</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>	
<b>Communication and Language</b>	<p>ongoing observational assessments</p> <p>Wellcomm</p>	<p>Supporting Texts: Jack and the Beanstalk Hungry Caterpillar, Busy Spider, Bad Tempered Ladybird, Quiet Cricket, What the Ladybird Heard, Tiny Seed</p> <p>You Choose, Careers Day, When I Grow Up?</p> <p>The Extraordinary Gardener</p>	<p>Learn new vocabulary and use it through the day, in different contexts. Use talk to help work out problems and organise thinking and activities, explaining how things work and why they might happen. Listen with attention to books read aloud and answer simple questions relating to the story about key features Show concentration &amp; attention, listen carefully and ask questions. Articulating their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives.</p> <p><b>The Natural World</b> Role Play: garden centre, bug research lab. Develop interest vocabulary relating to topics Small World Play: fairies, woodland creatures, minibeast. Using imagination and developing vocabulary relating to themes Give structured recounts of significant events in increasing detail and with a range of vocabulary: Pentecost campfire, fairy visit, Dylan's reptiles</p> <p><b>Familiar Stories</b> Story Basket: Jack and the Beanstalk range of texts and enhancements Develop story-telling skills to retell familiar stories: Jack &amp; the Beanstalk, Hungry Caterpillar, Busy Spider, Bad Tempered Ladybird, Quiet Cricket, What the Ladybird Heard, Tiny Seed</p>	<p>Learn new vocabulary and use it through the day, in different contexts. Develop confidence to speak in front of an audience</p> <p><b>Graduation</b> Encourage curiosity to think, wonder, make links, draw conclusions about the year that has passed Recount clearly significant experiences using a range of vocabulary: making pizzas, Sports Day, end of year celebrations Recall key events when sharing learning journeys Speak clearly and articulately to participate in end of year graduation.</p> <p><b>When I Grow Up</b> Circle time: Share their hopes and dreams for their aspirations now and when they get older Listen to a range of stories based on future careers: You Choose, Careers Day, When I Grow Up? Talk about different occupations, jobs, hobbies and reasons for choosing them Listen to visitors talk about their jobs: Emergency Service visits from Fire, Police, Health etc</p> <p><b>Moving On</b> Explain, reassure, instruct visiting Nursery children on their transition day visit</p>	PUPIL PROGRESS



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		The Storm Whale	Embed 'talk for writing' techniques-to verbalise their ideas clearly before attempting to write them down or draw them. Begin to use story maps and develop the children's understanding of the components of a story: A beginning, a middle and an end. Develop language of position and direction using Beebots	Talk about moving on/transition to our new classes and how this makes us feel Discuss plans for the summer holidays	
<b>Literacy</b>	ongoing observational assessments	Supporting Texts Eric Carle stories Jack and the Beanstalk 'My Bean Diary' 'Recipe for a Sunflower' 'Jasper's Beanstalk' 'The Tiny Seed' Reading non-fiction books Albie's Adventure Stories by Caryl Hart  The Extraordinary Gardener The Storm Whale	RWI Programme will be implemented for teaching the children to read decodable books. <b>Reading</b> Author Study: Eric Carle stories relating to living things Read letter sent by 'the fairies' each day Traditional Tales: Jack and the Beanstalk story basket Read 'My Bean Diary' 'Recipe for a Sunflower' 'Jasper's Beanstalk' 'The Tiny Seed' Reading non-fiction books to gather information about minibeasts, reptiles Develop comprehension skills-answering more complex questions relating to texts Recognising exclamation marks, question marks, full stops, apostrophes, ellipses when reading Beginning to develop some fluency when reading Using expression for characters, feelings, text types  <b>Writing</b> Support children to write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense. Write a letter to the fairies Write labels for seed packets Write lists for friendship potions/promises Write recounts of significant experiences: Dylan's Reptiles Write 'bug books' about minibeasts Label plant parts, write a 'recipe for a flower' non-fiction books Write own stories based on familiar books: 'The Very Hungry...' etc RWI Programme will be implemented for teaching handwriting	Consolidate all skills taught this year, ready for Year 1: <b>Reading</b> *Read and discuss Albie's Adventure Stories by Caryl Hart. Immerse the children with the variety of books in the series. Answer complex questions and *Read Reception tricky words and high frequency words on sight *Recognise, remember and say all the phonemes, digraphs and trigraphs taught this year *Use phonic skills to blend simple words to read independently  <b>Writing</b> * Story Map/Writing. Inspired by Albie's Adventure Stories by Caryl Hart * Use phonic skills to segment simple words to spell independently *Practise handwriting skills to write letters using the correct sequence of movement *Develop confidence with independent writing: full name, labels, captions, sentences *Develop a repertoire of writing skills to write for a purpose: stories, lists, letters, signs, instructions, cards, messages * Write on lined paper, incorporating finger spaces and full stops * Some children will incorporate descriptive vocabulary into their independent writing * Some children will write their own stories, incorporating some narrative techniques	PUPIL PROGRESS
<b>Phonics</b>	RWI  ongoing formative assessments  half termly summative assessments and re-grouping		We teach the RWI programme daily. By the end of Summer 1 we aim for children working at ARE to be reading Green Storybooks or above and reading some Set 2 sounds. 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 Summer 2 we aim for children working at ARE to be reading green or purple storybooks or above. 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.  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



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<p><b>Literacy: Writing</b></p>	<p>Ready Steady Write Assessment</p>	<p>The Extraordinary Gardener  The Storm Whale</p>	<p>Vehicle Text: The Extraordinary Gardener</p>	<p>Vehicle Text: The Storm Whale</p>	
<p><b>Mathematics</b></p>	<p>ongoing observational assessments</p>	<p><b>Texts to support mathematical concepts:</b>                      'One to Ten and Back Again'                      '1 is a Snail, 20 is a Crab'                      'One Moose, Twenty Mice'                      '10 on a Train'                      'Mouse Count'                      'Mr Gumpy's Outing'                      '1 Ted Falls Out of Bed'                      'Rosie's Zoo'                      'My Granny Went to Market'                      'The Shopping Basket'                      'Grandpa's Quilt'                      'Jack &amp; the Flumflum Tree'                      'Tad'                      'Two of Everything'                      'The Doorbell Rang'                      'The Gingerbread Man'                      'One Odd Day'                      'Mr Gumpy's Motor Car'                      'What the Ladybird Heard'                      'Rosie's Walk'                      'Bean Thirteen'                      'Underwater Counting'                      'We're Going on a Bear Hunt'                      'Billy's Bucket'                      'Mr Archimedes Bath'                      'Who Sank the Boat?'                      'How Many Legs'                      'The Secret Path'                      'Little Red Riding Hood'</p>	<p><i>WhiteRose Maths 2021-22</i>                      During the summer term, continue to practise and consolidate these key skills: <b>subitising, counting, composition, sorting and matching, comparing and ordering.</b></p> <p><u>Summer 1 Weeks 1-3: To 20 and Beyond</u>  <b>Building numbers beyond 10:</b> build and identify numbers to 20 (&amp; beyond) using a range of resources: cubes, numicon, bead strings, 10 frames.                      Support the children to see that numbers are made of full 10s and part of the next 10.                      Recognise that the numbers 1-9 repeat after every full 10.  <b>Counting Patterns Beyond 10:</b> Counting on and back beyond 10. Use representations and numbers to support children to count on/back and notice the repeating 1 to 9 patterns. Recognise the full 10s and part 10s (eg 14 is one full ten and four). Count on/back from different starting points. Say what comes before or after a given number and to place in sequence of numbers in order. Find larger numbers on number tracks and 100 squares.  <b>Spatial Reasoning:</b> explore jigsaws, shape puzzles, tangrams or picture boards to select and rotate shapes to fill a given space. Explain why they chose a particular shape and why another shape would not fit. Match arrangements of shapes, use positional language to describe where the shapes are in relation to one another.</p> <p><u>Summer 1 Weeks 4-6: First, Then, Now</u>  <b>Adding More:</b> Use real objects to see that the quantity of a group can be changed by adding more. Use the 'First, Then, Now' structure to create mathematical stories in meaningful contexts. At first, the children may need to re-count all of the items to see how many they have altogether. Represent the number stories using ten frames, number tracks and fingers.  <b>Taking Away:</b> Use real objects to see that the quantity of a group can be changed by taking items away. Use the 'First, Then, Now' structure to create mathematical stories in meaningful contexts. Encourage the children to count out all of the items at first, take away the required amount practically then subitise or recount how many are left. Represent the number stories using ten frames, number tracks and fingers.  <b>Spatial Reasoning:</b> Understand that shapes can be combined and separated to make new shapes. Provide opportunities for children to fit shapes together and break shapes apart to notice the new shapes they have created. Investigate how many different ways a given shape can be built using smaller shapes.</p>	<p><u>Summer 2 Weeks 1-3: Find My Pattern</u>  <b>Doubling:</b> Understand that double means 'twice as many'. Build doubles using real objects and mathematical equipment. Use the 'pair-wise pattern' on ten frames to help children see doubles. Use mirrors and play barrier games to see doubles and explore early symmetry. Encourage children to say the doubles as they build them. Sort doubles and non-doubles, explaining why.  <b>Sharing and Grouping:</b> Build on existing knowledge and experience of sharing and knowing when things are not shared fairly. Use snack time and group activities to check that items are shared equally and everyone has the same. Provide opportunities for the children to recognise and make equal groups. Notice that sometimes there are items left over when they share or group. Encourage them to come up with their own suggestions to resolve this.  <b>Even and Odd:</b> Begin to understand that some quantities will share equally into 2 groups and some won't. Notice that some quantities can be grouped into pairs and some will have one left over. Encourage the children to notice the odd and even structure on numicon shapes and by building pair-wise patterns in the ten frames.  <b>Spatial Reasoning:</b> Understand that places and models can be replicated and experience looking at them from different positions. Prompt children to use positional language to describe where objects are in relation to other items. Encourage children to visualise simple models by playing barrier games and providing verbal instructions for them to follow as they build.</p> <p><u>Summer 2 Weeks 4-6: On The Move</u>  <b>Problem Solving &amp; Critical Thinking:</b> Use stories to provide a starting point for problem solving and develop critical thinking skills. Discuss different possible starting points. Support children to carry out their ideas and plans, making adaptations as they go along. Afterwards, review and discuss strategies, what was successful and what didn't work well? Why?  <b>Patterns and Relationships:</b> Use cuisenaire rods and pattern blocks to explore and investigate relationships between numbers and shapes. Continue to copy and create a widening range of repeating patterns and symmetrical constructions. Draw attention to patterns in stories from a range of cultures.  <b>Spatial Reasoning:</b> Understand that we can make maps and plans to represent places and use these to see where things are in relation to other things. Explore a range of maps and plans to look at and discuss. Provide opportunities to make their own maps to represent the models they build, familiar places and locations in stories.</p>	<p>PUPIL PROGRESS</p>



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<p><b>Understanding the World</b></p>	<p>ongoing observational assessments</p>	<p>Supporting Texts:</p> <p>'Jack &amp; the Beanstalk'</p> <p>'How to Grow a Sunflower'</p> <p>'The Tiny Seed'</p> <p>'My Bean Diary'</p> <p>Book: Little People Big Dreams, Mary Anning.</p>	<p><b>The Natural World:</b> Explore the passage of time in the natural world: months of the year, the 4 seasons. Identify the different weather in each season. Identify the weather each day.</p> <p>Earth Day: <b>eco-diversity and taking responsibility for our world.</b> Understanding the importance of recycling, repurposing materials. Using Forest School site to engage in Earth Day activities: litter picking, bug hotel building, seed planting, No mow May to increase biodiversity.</p> <p><b>Growth:</b> Explore the conditions needed for plants to grow. Sunflower Family Challenge: spreading sunshine with the national flower of Ukraine. Investigate the right conditions to grow seeds. Make predictions, observe then draw conclusions. Write a 'recipe for a flower' booklet, showing awareness of conditions needed for plant growth. Texts for Growth: Jack &amp; the Beanstalk, Tiny Seed 'My Bean Diary' 'Recipe for a Sunflower' 'Jasper's Beanstalk'</p> <p><b>Reptiles:</b> Dylan's Reptiles Visit: first-hand experience to find out about the habitats, feeding, growth, movements of amphibians and reptiles.</p> <p><b>Explore the distant past:</b> fossil workshop and visit from a dinosaur. Discover more about Mary Anning, the first fossil hunter. Compare and contrast with modern fossil hunters.</p> <p><b>Special Places in our Community</b> linked to Emmaus Birthday celebrations: exploring our school building and grounds. Compare photos of our school when it was built in 1997 and our school building now. What is different/the same? Listen to past members of staff and pupils who are now parents talk about how the school has changed. Draw maps of the school. Look at real plans of the school building. Draw information from the maps on Infant playground. Draw maps of our journey to school. How do our journeys differ? Talk about which parts of our school environment we like/dislike. What would we change if we could? Continue to explore Forest School site. Participate in outdoor activities, explore the world around them: Pentecost Campfire.</p>	<p><b>Growth:</b> Compare <b>passage of time</b> in the lives of others: look at baby photos of their friends. Talk about when they were born, which month, season. Who is the oldest? youngest? Look at baby photos of themselves to use in our graduation celebration. Talk about similarities and differences.</p> <p><b>Living Things:</b> AllDays Farm visit: Discovering baby animals, how to look after them, their habitats, feeding, etc</p> <p><b>Seasons:</b> Explore Summer. Compare with other seasons</p> <p><b>Our World:</b> link with Pirate Message in a Bottle Use Google Earth to identify hot, dry places on the planet Share holiday plans: find destinations on maps, globes, atlases, Google Earth. Recognise some similarities and differences between life in this country and life in other countries. Solar power: exploring solar fountains in water play outside. Explore the effects of heating and cooling. Find out how to keep cool and safe in the sun.</p> <p>Graduation Preparation: Share our memories with friends and family Recall and compare festivals and celebrations we have shared together this year. Compare their ideas and aspirations for the future with others. Understand <b>different occupations</b> and state preferences for own future aspirations. <b>Historical Figures:</b> discuss occupations now and how they have changed. Link with Little People Big Dreams: Neil Armstrong, Mary Seacole, Mary Anning and others depending on the children's ideas and interests <b>Community Superheroes:</b> recall visits from Deacon Chris, Merseyside Fire Service, Ambulance Service, school staff. Visit from Merseyside Police, horses, dogs</p>	<p>PUPIL PROGRESS</p>
<p><b>Expressive Arts and Design</b></p>	<p>ongoing observational assessments</p>	<p>Supporting Texts:</p> <p>'Camille &amp; The Sunflowers'</p> <p>'Jack &amp; the Beanstalk'</p> <p>'How to Grow a</p>	<p>Charanga Music: 'Big Bear Funk!' Unit <b>Music:</b> Using found materials to make musical instruments. Create class composition using our own instruments</p> <p><b>Perform</b> and learn new songs and accompanying actions with minibeast/spring theme Participate in minibeast dancing using Let's Move online resources</p> <p><b>Artist Studies linked to theme</b> - Explore, use and refine effects to express their ideas and feelings. -Painting techniques based on Van Gogh Sunflowers, Irises;</p>	<p>Charanga Music: 'Reflect, Rewind, Reply' Unit <b>Music:</b> Making sound patterns with percussion instruments Expressing feelings about music &amp; songs</p> <p><b>When I Grow Up:</b> Dress up in occupational costumes. Role Play-jobs we hope to have in the future</p> <p><b>Visit from</b> a local artist to create collaborative art Independently select &amp; use media, materials &amp; tools skilfully to generate their own creative work</p>	<p>PUPIL PROGRESS</p>



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		<p>Sunflower'</p> <p>Eric Carle minibeast stories</p> <p>What the Artist Saw: Van Gogh</p> <p>Non Fiction: Monet Matisse</p> <p>Katie and the WaterLily Pond</p> <p>'Snail Trail'</p>	<p>-Cut-out art: Matisse 'The Snail'</p> <p>-Collage: based on Eric Carle's work-flowers, bugs, plants, landscapes. Collaborative group art project outside.</p> <p><b>Small World Play:</b> Jack &amp; the Beanstalk, fairies, minibeasts</p> <p>Use imagination to create fairy gardens, wish wands using natural materials</p> <p>Dress up in Jack in the Beanstalk costumes for Giant's Castle role play</p> <p>Garden Centre/Flower Shop role play outside</p> <p><b>Creating Props</b> - Use the Block Play area independently and safely: plan designs for constructions of their own choosing: look at real photos of iconic building then draw designs before building.</p> <p>Introduce '<b>evaluating</b>' their designs and constructions in Red Base creative workshop and in the Builder's Yard. Begin to ask questions: What worked well? What would you change? Is your design fit for purpose? Does it work? Is it original? What makes it different to everyone else's?</p> <p>Adapt and refine creative work to improve further.</p>	<p><b>Artwork focus:</b> Develop our own artistic style - select and use the resources independently to create individual pieces of art</p> <p>Outdoor Art installation based on Monet's Waterlilies</p> <p><b>Artist Study:</b> Andy Warhol pop-art - create digital images &amp; change the colour and appearance using Paint programme. Explore, use and refine effects to express their ideas and feelings.</p> <p><b>Graduation:</b> Confidently rehearsing &amp; performing songs, dancing &amp; narrating for graduation</p> <p><b>Represent their own ideas, thoughts and feelings through design, art, music, dance, role play and stories</b></p>	
<b>Collective Worship</b>		<b>Friendship</b>		<b>Respect</b>	
<b>R.E.</b>	<b>Come &amp; See termly assessments</b>	<p><b>Good News:</b> Passing on the good news of Jesus - How we feel when we have good news, the joy &amp; happiness that good news brings, everyone has good news to share,</p> <p><b>Friends:</b> Friends of Jesus - How friends make us feel happy, comfortable &amp; glad, what breaks &amp; mends friendships, it is good to have friends, how we can change &amp; say sorry &amp; forgive each other</p> <p><b>Our World:</b> God's wonderful world - how wonderful our world is, how we could make God's world even more wonderful, what would happen if we did not look after our world, what we love about our world, what fills us with wonder about our world, everyone shares God's world, how we would feel if we did not work together to share God's world</p>			
<b>Relationships and Sex Education</b>		<p><b>God loves each of us in our uniqueness:</b></p> <p>Children know and understand that God has made them unique and that although we are all different we are all special to Him.</p> <p>How do you feel about your friends?</p> <p>Do you have friends at home and in school?</p> <p>Why do you play with them?</p> <p>Describe a good friend</p> <p>Jesus is our friend</p>			
<b>French</b>	ongoing observational assessments	<p><b>Topic: Leisure</b></p> <p>Verbs of movement</p> <p>Je peux sauter/Marche, Marche (song - LJR)</p> <p>Take ten songs and games, Parachute games</p>	<p><b>Topic: Summer</b></p> <p>The Seaside</p> <p>Lucy chat à la plage (story)</p>		
<b>Home/School Links</b>		<p>Learning Logs weekly home learning challenges</p> <p>'Only One You' Rock Challenge</p> <p>Sports Day</p> <p>Learning Journeys</p> <p>End of Year report slips and comments</p> <p>Reception Graduation</p>			



# Reception Long Term Plan

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<p><b>Educational Visits/Visitors</b></p>	<p>Dylan's Reptiles                  Life long ago T Rex visit                  Deacon Chris for Pentecost                  Dedication Day visit from Governors and past Emmaus staff/pupils                  'Wonderful World' dancing with Mrs Neil                  Absolutely Catering healthy eating/cooking workshop                  Merseyside Police Dogs/Horses                  Local Artist visit                  Ice Cream Van                  Reception transition visits to Year 1 &amp; Nursery transition visits to Reception</p>	
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