
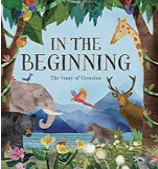
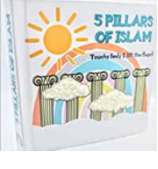
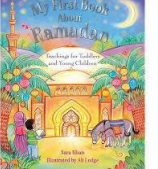
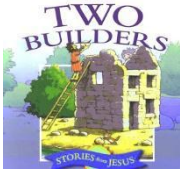



Reception						
Elveden C of E Primary Academy Long-Term Plan						
	Autumn 1 st 04.09.24 – 24.10.24 7 weeks 3 days	Autumn 2 nd 04.11.24 – 17.12.24 6 weeks 2 days	Spring 1 st 07.01.25 – 14.02.25 6 weeks	Spring 2 nd 24.02.25 – 28.03.25 5 weeks	Summer 1st 22.04.25 – 23.05.25 5 weeks	Summer 2nd 03.06.25 – 09.07.25 weeks 3 days
	Getting to Know you (2 weeks 3 days) Down on the Farm (10 weeks) Let's Celebrate! (1 week 2 days)		Out of this World	All things Royal!	Dinosaurs Roar!	
EYFS progression	Draw themselves and label -working wall display		Draw themselves and label -working wall display		Draw themselves and label -working wall display	
EYFS enrichment	Church Farm trip 07.10.25 Diwali Fireworks/Bonfire Night Children in Need		Chinese New Year	Ancient House trip 06/07.03.25 Earth Day Mother's Day Mental Health World Book Day Red Nose Day Science Week	Roarr! trip 05/06/07.04.25 Father's Day World environment day World ocean day	
Provision for growth	Plant cress houses Plant daffodils		Butterfly life cycle Plant strawberries	Plant tomatoes at the end of term Chick life cycle	Harvesting what we grow	
Core texts and Literacy	<i>The three little pigs</i> <i>Mr Benn</i> <i>The giant jam sandwich</i> <i>The little red hen</i> <i>The magic roundabout</i> <i>Christopher Pumpkin</i> <i>Rosie's walk</i>	<i>The odd egg</i> <i>The enormous turnip</i> <i>Pink panther</i> <i>Farmer duck</i> <i>Gingerbread man</i> <i>Trapdoor</i> <i>The Christmas pine</i>	<i>Beegu</i> <i>Little red riding hood</i> <i>Button moon</i> <i>Aliens love underpants</i> <i>Goldilocks</i>	<i>London bus</i> <i>Three billy goats gruff</i> <i>Banana man</i> <i>The Kings pants</i> <i>Hansel & Gretel</i> <i>Roadrunner</i>	<i>Are the dinosaurs dead, dad?</i> <i>Jack & the beanstalk</i> <i>Bugguss</i> <i>Hello Mr Dinosaur</i> <i>Puss in boots</i>	<i>The hairy toe</i> <i>Rapunzel</i> <i>Popeye</i> <i>The colour monster</i> <i>Rumpelstiltskin</i>
RE Literacy	 				 	
Literacy Reading (Little Wandle)	Little Wandle phonics We will say the sounds for each letter in the alphabet. We will cover Phase 2 phonics and recite at least 10 digraphs from our phonics sessions.		We will read words consistent with our phonic knowledge by sound blending. Using sounds from Phase 2, 3 phonics.	We will read aloud simple sentences and books that are consistent with our phonic knowledge, both phase 2, 3.	We will read common exception words we find in our phonics books and every day word cards including ph 2, 3, 4.	
Literacy Comprehension	We will share stories, tales and animations (listed above) during Drawing Club. We will discuss the stories and what we like about them in our own words, also looking at related vocabulary listed in the weekly planning.		We will share stories, tales and animations (listed above) during Drawing Club. We will discuss the style of the text, looking at beginning, middle, end including key characters and events that take place.		We will share stories, tales and animations (listed above) during Drawing Club. We will use the vocabulary in the weekly planning to help with designing our own code. We will discuss the difference between fiction and non-fiction texts and be able to recite nursery rhymes and discuss what we like about them.	

<p>English Writing (Drawing Club)</p> <p>The 3 M's</p> <p>Making conversations: Listening and hearing using five vocalisers, listening, sharing ideas, having conversations back and forth, collaborating, researching and having fun together.</p> <p>Mark Making: Writing at the level of confidence, reading, with success, developing their knowledge, following the art of messages, increasing the accuracy with success.</p> <p>Mathematics: Drawing in full of mathematical opportunities, counting, comparing, adding, taking away, dividing, mental maths and recognition – all the time building confidence through purpose.</p> <ul style="list-style-type: none"> • 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. 	<table border="1"> <tr> <td data-bbox="415 201 590 261">Mini moment 1</td> <td data-bbox="590 201 764 299">10 minutes altogether on Carpet Kingdom</td> <td colspan="2" data-bbox="764 201 2081 261">Vocabulary – ‘Get Up, Stand Up’ sharing rich vocabulary everyday introduced in a contextual way</td> </tr> <tr> <td data-bbox="415 261 590 320">Mini moment 2</td> <td data-bbox="590 261 764 320"></td> <td colspan="2" data-bbox="764 261 2081 320">Story sharing – a blend of books, tales and animation</td> </tr> <tr> <td data-bbox="415 320 590 427">Mini moment 3</td> <td data-bbox="590 320 764 427"></td> <td colspan="2" data-bbox="764 320 2081 427">Modelling drawing of the character, setting and adventure time ideas through the 3 M's. Modelling writing through a 'code'. See progression below. Reading developed by adding keywords. A 'code' is added linked to Maths. <i>What number will you do?</i> Show examples – write 8 and draw two windows with a total of eight – <i>“ohh look, double four.”</i></td> </tr> <tr> <td data-bbox="415 427 590 507">Mini moment 4</td> <td data-bbox="590 427 764 507">Groups rotation</td> <td colspan="2" data-bbox="764 427 2081 507">Drawing Club groups of up to six children exploring story through drawing and writing using the 3 M's and taking stories on an adventure. The role of the teacher is building confidence in pace with each child so that they are emotionally connected to what they're doing.</td> </tr> </table>				Mini moment 1	10 minutes altogether on Carpet Kingdom	Vocabulary – ‘Get Up, Stand Up’ sharing rich vocabulary everyday introduced in a contextual way		Mini moment 2		Story sharing – a blend of books, tales and animation		Mini moment 3		Modelling drawing of the character, setting and adventure time ideas through the 3 M's. Modelling writing through a 'code'. See progression below. Reading developed by adding keywords. A 'code' is added linked to Maths. <i>What number will you do?</i> Show examples – write 8 and draw two windows with a total of eight – <i>“ohh look, double four.”</i>		Mini moment 4	Groups rotation	Drawing Club groups of up to six children exploring story through drawing and writing using the 3 M's and taking stories on an adventure. The role of the teacher is building confidence in pace with each child so that they are emotionally connected to what they're doing.	
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Nursery Rhymes	<p>https://www.bbc.co.uk/teach/school-radio/articles/z4ddgwx</p> <p>Variety of nursery rhymes to be taught throughout the year</p>																			
<p>Number (White Rose/NCEM mastery)</p> <ul style="list-style-type: none"> • Have a deep understanding of numbers 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. <p>Numerical patterns</p> <ul style="list-style-type: none"> • 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. 	<p>Match sort & compare</p> <p>Measure & pattern</p> <p>It's me 1 2 3 Circles & triangles</p> <p>1 2 3 4 5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass & capacity</p> <p>Growing 6 7 8</p> <p>Length height & time</p> <p>Building 9 & 10</p> <p>Explore 3D shapes</p>	<p>To 20 & beyond</p> <p>How many now?</p> <p>Manipulate compose & decompose</p> <p>Sharing & grouping</p> <p>Visualise build & map</p> <p>Make connections</p>																	
Understanding the world																				
<p>Past and Present</p> <ul style="list-style-type: none"> • 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. 	<p>We will draw pictures of ourselves and our families, discussing how they differ or are the same as those in our class. We will look at changes to farming/machinery over time and discuss what we saw on our trip to Church Farm. We understand the past through settings, characters and events in traditional tales during our Drawing Club texts. We will be learning about the Christmas Story and talking about our own celebrations today. We will understand the importance of Bonfire safety and discuss Guy Fawkes and the Gunpowder Plot.</p>	<p>We will be learning all about our astronauts and the first man on the moon. How was it different in the 1960s? Discussing black and white television and watching video clips from the moon landing. We will discuss how things have changed over time and what we now know about space and travel.</p>	<p>We will be learning all about our royal family and their roles in society today. We will look at famous landmarks in London, describing them and ways of life from the past compared to now. We will be looking at pictures of Victorian sea sides and how they have changed over time.</p>	<p>We will spend time looking at the lives of palaeontologists, including Mary Anning. We will discuss the importance of their roles in society today and what they have discovered over time. We will talk about extinction and use the internet to research animals at risk of extinction.</p>																
<p>People, culture and communities</p> <ul style="list-style-type: none"> • 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. 	<p>Visiting a farm and exploring the jobs on a farm. (Church farm trip) We will discuss how Christians celebrate Christmas and why it is important to them. We will do this through making Christmas cards and letters to Santa. We will use globes and maps to find India and learn about the importance of Diwali for Hindus. We will be talking about our own celebrations.</p>	<p>We will be looking at the globe and our own planet. Discussing the features of our planet and what humans need to survive. We will focus on England and America, discussing what is the same/different about them when looking at the astronauts and space launch. We will discuss what we think life would be like on other planets and how it would be different to living on Earth.</p>	<p>We will look at our capital city and compare life there to us in rural Elveden. We will use this to discuss the different cultures in the city and that the royal family are Christian. Compared to Maharaja Duleep Singh. We will make the connection between our Indian/Hindu focus from Diwali. We will focus on Queen Elizabeth I & II, the royal family and Duleep Singh. (Ancient House trip)</p>	<p>We will look at the landscape of our local area and compare this to what it would have been like during the time of the dinosaurs. (Roarr dino trip)</p>																
<p>The Natural World</p> <ul style="list-style-type: none"> • 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. 	<p>We will learn where our food comes from and the importance of the farming industry. We will match farm animals to their young and draw pictures of farm animals and plants. We will be growing cress and looking at the changes that take place. We will discuss the Autumn season and what to expect to see during this time (deciduous/evergreen trees, weather changes) We will discuss what vegetables need in order to grow, then make fresh vegetable soup and discuss the changes that take place whilst cooking. We will look at the changes to water and ice as the season moves to winter and then discuss weather expectations for the winter season. We will explore natural materials to make hanging decorations at Christmas and be planting daffodils and observing their growth.</p>	<p>Ordering the butterfly life cycle, observing caterpillars and growth to butterflies, drawing pictures and creating a life cycle diary. We will be learning about Space, the planets that belong there and how they are different. We will discuss how the planets move around each other in the Solar System and talk about different temperatures on the planets. We will talk about the season changing from winter to spring and what to expect during this time (weather changes, lives of animals during this time – new life) We will be planting strawberries and observing their growth.</p>	<p>We will discuss seasonal changes and the effects to the coastline. (linked to Victorian seaside) Sticky learning - look back at farm topic, discuss Spring time cycles. Ordering the chicken lifecycle, observing the changes to fertilised eggs in an incubator. We will be planting tomatoes and observing growth.</p>	<p>We will be studying and drawing our own pictures of dinosaurs, writing facts about them. We will look at some of the plants we have today they were also around during the time of the dinosaur and discuss how they have changed or stayed the same. We will look at fossils and how the environment has changed over time to preserve them. We will discuss weather changes as summer moves into autumn. We will make chocolate cornflakes dinosaur nests and explore changes that take place when melting the chocolate then cooling. We will study what we have been growing throughout the year and complete our harvesting.</p>																
Physical Development																				
PE Unit	Locomotion: Walking and Jumping	Dance Nursery Rhymes/Nativity	Gymnastics: High, Low, Over, Under	Ball Skills Hands 1 and 2	Ball Skills Feet	Health & Wellbeing- Yoga Bugs														

<p>Gross Motor Skills</p> <ul style="list-style-type: none"> 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. 	<p>We will move around the farm in different ways and negotiate obstacles. We will use the gross motor activities from Letterjoin planning to move around the classroom in different ways.</p> <p>Taking part in football skills with a PE coach.</p> <p>We will be dancing and focusing on balance with a dance teacher for Nativity.</p>	<p>We will be re-enacting the movement of the planets negotiating space when acting out how the solar system moves.</p>	<p>We will take part in some seaside shanty dancing, negotiating space and practising our balance.</p>	<p>We will explore different ways of moving like dinosaurs whilst moving energetically and negotiating the space of the garden and large playground.</p>
<p>Fine Motor Skills</p> <ul style="list-style-type: none"> 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, paint brushes and cutlery. Begin to show accuracy and care when drawing. 	<p>We will begin with dough disco each day and fine motor activities from Letterjoin planning, we will also use this to establish our pencil grip. We will be learning to milk a cow using rubber gloves and water, creating a farm map by cutting and sticking, as well as producing farm animal masks using scissors. We will be following instructions and making our own jam sandwiches and use paint brushes to paint farm animals. We will also practise using cutlery in the Farmers Market restaurant and home corner. We will use hammer and pins with a pumpkin, then cut and scoop the pumpkins using knives and spoons. We will be cutting and sticking baubles on trees, using playdough to make diva lamps, rangoli pattern colouring, Diwali pencil control and cutting Diwali shadow puppets.</p>	<p>We will use Letterjoin every day to develop our handwriting techniques and letter formation. We will use different tools when making our moon and stars pictures, focusing on strengthening our fingers. We will look at fastenings for dressing, also brushing teeth.</p>	<p>We will use Letterjoin every day to develop our handwriting techniques and letter formation. We will use different tools when creating seaside pictures and making beach shacks using lollipop sticks and materials. We will draw accurate pictures of the seaside.</p>	<p>We will use Letterjoin every day to develop our handwriting techniques and letter formation. We will spend time strengthening dexterity and fine motor control using a palaeontology digging site, with tweezers, brushes, chisels, rock hammers, probes.</p>

Expressive Art and Design

<p>Creating with materials</p> <ul style="list-style-type: none"> 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. 	<p>Painting pictures of farmyard animals and designing our own chickens. We will be making Christmas crafts such as cards, calendars and Christmas decorations. We will also act out the Nativity Story and take part in role play. We will help to create our Farmers Market using the correct tools and spend time developing our farm roleplay, acting out the lives of farmers and farm animals.</p>	<p>We will be making textured moon paintings and mixing colours for hot and cold planets. We will decorate our own stars and be painting our own papier mache planets, using different techniques and then using these as props for our solar system role play. We will use props to act out the lives of astronauts in the space station. We will be using tooth brushes on ourselves and also dummy teeth to practise brushing.</p>	<p>We will be designing and painting a pair of royal pants for the King. We will also be making our own healthy ice lollies following our own designs and ideas. We will use props in our seaside beach house to help act out the lives of Victorian seaside visitors.</p>	<p>We will make salt dough fossils and models with playdough, sharing our creations and explaining how we made them. We will be using sculpture tools for this. We will act out the life of a paleontologist in our dinosaur role play area.</p>
<p>Being imaginative and expressive</p> <ul style="list-style-type: none"> 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. 	<p>We will be using our Drawing Club texts to create our own stories and codes, adapting to suit our ideas. We will sing nursery rhymes every day after the register and then throughout the day as practise. We will learn songs for Harvest, Remembrance and Christmas. We will be performing in the school Nativity.</p>	<p>We will be using our Drawing Club texts to create our own stories and codes, adapting to suit our ideas. We will learn songs about the planets which help us to recite the different facts for each planets and how the solar system moves, we will then perform these songs in class.</p>	<p>We will be using our Drawing Club texts to create our own stories and codes, adapting to suit our ideas. We will be performing the stories we have learnt and sing seaside shanties.</p>	<p>We will be using our Drawing Club texts to create our own stories and codes, adapting to suit our ideas. We will use percussion instruments and create a 'dinosaur carnival'.</p>

Charanga Unit	Me!	My stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
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Personal, Social, Emotional Development

Jigsaw-EYFS units	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<p>Self-regulation</p> <ul style="list-style-type: none"> 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. <p>Managing self</p> <ul style="list-style-type: none"> 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. <p>Building relationships</p> <ul style="list-style-type: none"> 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 	<p>We will establish our class routines and expectations, inviting children to talk about good behaviours and how to deal with conflict. We will discuss being patient and using timers to help share resources in the class. We will introduce the provision to the children each week and encourage them to take part in all activities planned, including those they find difficult. We will practise putting on our own coats and changing into wellie boots for lunchtimes. We will introduce snack time and encourage children to select their own fruits and pour milk.</p>	<p>We will continue with all class rules and routines, ensuring children are able to discuss them. We will continue to help children resolve conflict by giving them different strategies and modelling how to join in with play and share resources. We will focus on ensuring children can dress themselves independently and we will focus on brushing teeth. We will hold discussing about our own likes/dislikes and wants and needs.</p>	<p>We will continue with all class rules and routines, ensuring children are able to discuss them. We will encourage children to resolve their own conflict using the strategies that have been put in place. We will be discussing healthy living and what affects foods and exercise have on our bodies and our teeth. We will also look at our own health care and what we can do to stay clean and healthy.</p>	<p>We will continue with all class rules and routines, ensuring children are able to discuss them and give ideas for what changes may take place in KS1. We will hold discussing about activities children have found difficult and how they overcome them, we will discuss if children have persevered. We will discuss the new rules and lifestyle in KS1, intruding them to the new children they will be with and also the new members of staff during transition.</p>		
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> 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. 	<p>We will spend time on the carpet daily, encouraging children to listen and follow instructions. We will use our Drawing Club plans to respond to what we hear and take part in whole class discussions around the text, including disusing new vocabulary. We will understand the repetitive language within the stories. We will use vocabulary from traditional tales to help explain what we enjoy about the stories. We will introduce 'Think Big' and encourage the use of full sentences when speaking. We will sequence our stories and use prepositional language when talking</p>	<p>We will spend time on the carpet daily, encouraging children to listen and follow instructions. We will use our Drawing Club plans to respond to what we hear and take part in whole class discussions around the text, including disusing new vocabulary. We will develop our ideas when talking about the texts and listen to the ideas of</p>	<p>We will spend time on the carpet daily, encouraging children to listen and follow instructions. We will use our Drawing Club plans to respond to what we hear and take part in whole class discussions around the text, including disusing new vocabulary. We will share our ideas with others and read our writing in class. We will listen to others writing and discuss what we like/dislike</p>	<p>We will spend time on the carpet daily, encouraging children to listen and follow instructions. We will use our Drawing Club plans to respond to what we hear and take part in whole class discussions around the text, including disusing new vocabulary. We will listen to the stories and discuss what we liked/disliked about them. We will share our ideas about the life of the dinosaurs and talk about non-fiction facts we have learnt. We will focus on us past/present tense when discussing the lives of dinosaurs and present life now.</p>		

<ul style="list-style-type: none"> Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> 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 as 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. 	<p>about animals movements. We will listen to the different sounds made by the animals and imitate these. We will listen to others' opinions and ways of life within culture and talk about what we understand our own beliefs to be. We will share ideas about what we love at Christmas time and what it means to us.</p>		<p>others. We will discuss the language used when talking about factual information surrounding the planets and the solar system.</p>	<p>about their work whilst practising giving praise.</p>		
<p>Religious Education (Suffolk Agreed Syllabus)</p>	<p>Why is the word God so important to Christians?</p>	<p>Why do Christians perform Nativity plays at Christmas?</p>	<p>How can we help others when they need it?</p>	<p>Why do Christians put a cross in an Easter garden?</p>	<p>What makes every single person unique and precious?</p>	<p>How can we care for our wonderful world?</p>
<p>Forest Schools/ Outdoor Learning</p>	<p>Rosie's walk – prepositions Changes – similarities and differences Comparing environments Forest rules Forest art – hanging decorations- using natural resources</p>		<p>Making stars out of natural resources Making comparisons – sky night and day Cloud watching</p>	<p>Making dens – how could we keep shaded Can we make it waterproof? Test.</p>	<p>Forest rules Scavenger hunt – size language/ ordering Teamwork – creative make & do</p>	
<p>SMSC</p>	<p>Social Day.</p>		<p>Moral Day.</p>	<p>Spiritual Day.</p>	<p>Cultural Day.</p>	