

Reception Long Term Plan- Core Knowledge document

Autumn	
Strand: Writing	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills</p> <ul style="list-style-type: none"> - Modelling of pre-writing marks (lines, circle, crossing lines etc.) - Modelling of correct pencil grip - Mark make experimentation using fingers, paint brushes, chalk, in rice etc to practise forming marks - Lowercase letter formation (a-z) following schools phonics scheme - Capital letter formation (a-z) following schools phonics scheme - Matching letter shapes to their sounds - Matching lowercase letters to their capital letter - Uses of capital letters (First names, Surnames, I, start of sentences etc.) - To comment and explain my marks - Using phonic knowledge to segment and write words - Number formation 1-10 - Set 1 red tricky words - Writing first names- order of the letters/capital letter at the beginning - Modelling writing skills eg, left to right. 	<p>Classroom/Writing Area:</p> <ul style="list-style-type: none"> -Mark making tools available throughout classroom (paper, pencils, pens, etc) -Children's name cards available to see and use throughout the provision. -Letter formation and alphabet frieze (at children's height) -Whiteboards, pens, magnetic letters and numbers available to use. -Red tricky words and key vocabulary displayed throughout provision -Variety of message materials available (Note pads, cards, letter templates, invite templates etc.) -Left handed and right-handed tools available -Fine motor skill resources (puzzles, tweezers, threading materials, pegs, buttons, zips, laces, malleable materials etc.) -Pencil Grip Display and add children's names and dates. To be reviewed every half a term. - Handling a range of materials to help strengthen their hands and fingers -alphabet stencils <p>Displays:</p> <ul style="list-style-type: none"> -To display the children's master pieces and correlate to planning. Change every half-term. -To display children's photos to ensure the classroom celebrates their achievements and creates a sense of belonging. -Include children's photos and speech bubbles to include their voices. -Words in the learning environment to highlight sounds, digraphs and trigraphs. Children to add their post it notes, mark making etc. -WOW word wall for the children to access new words with pictures to sentence build: to scaffold writing independently. Children to add their own writing on post it notes. -large pieces of paper on floor, on easels for children to practice writing/mark making -long strips of paper with handwriting lines -visuals of alphabet, lower and upper case <p>Physical activity:</p> <ul style="list-style-type: none"> -ribbons/scarfs to make zig zag, circular, large, small, high and low movements. -Move like different animals and explore moving your body high and low positions.

- Recognising familiar words eg, advertising logos and signs.
- To understand that when I is written on its own it is written as a capital.
- Label models.
- Modelling of writing and talking through letter formation and sentence structure daily.
- Modelling of fine motor skills throughout all activities (threading beads, manipulating playdough, puzzle pieces)
- Hearing/listening to initial sounds and writing them to represent words
- CVC words
- Use pictures to scaffold building a sentence and mark make the words to practise letter formation/writing words to match their phonological knowledge.
- Modelling of writing for a purpose during input and in provision (I am going to write my name on my art so that I can find it at the end of the day. I am going to write my Christmas list and post it to Father Christmas. Etc.)

- Passing balls to each other practising throwing and catching
- Balancing bean bags using different body parts
- Riding bikes
- balancing and climbing on the climbing frame
- Stretching and curling etc

Small world:

- Mark making tools available (clipboards, writing materials etc.)
- Stem Activities
- Wooden house and people
- Animals and classification

Home corner:

- Message pad by the telephone
- Working laptop/computer/tablet
- Using different equipment in role play eg, Stirring, cupcake tray, moving equipment from one compartment to another
- Resources for extended role play – prop boxes: Vets, Hospital, Café, Shop, Baby clinic, Pirates Diwali, Chinese New Year etc (lists, note pads, post it notes, superhero paper etc to promote writing opportunities)

Reading area:

- A good range of quality texts focusing on different themes/ types of characters/story lines etc.
- Alphabet books
- Sounds/words/tricky words that children have been practising in correlation with the schools phonics scheme.

Maths:

- Number formation
- Using post it notes to make number-lines
- Number formation: sand, glitter, foam, chalks, painting etc
- 1-1 correspondence using fingers for hand and eye co-ordination practise

Outside:

- Chalks (To be used on floor, chalkboards, fences etc.)
- Paper of all sizes
- Muds and twigs
- Different paint brushes, rollers, water buckets.
- Ribbons/scarfs

Funky fingers:

- Fine motor skill resources available and updated regularly (puzzles, tweezers, threading materials, pegs, buttons, zips, laces, malleable materials etc.)

	<p>-Lego maze challenges. -Magnetic slime -Pipe Cleaner counting -Playdough Disco: poke, squeeze, prod, roll, flatten, push, pull etc</p> <p>Water: -Variety of different sized equipment (jugs, spray bottles, pipets, funnels etc) -Squeeze sponges -washing dollies -Use syringes to fill up different containers, transport water from one place to the other</p> <p>Construction: -Range of sizes in construction equipment (small Lego, Duplo, large building blocks etc) -Labels for name writing (to add to creations) -Pictures/diagrams of creations- with titles and labels</p> <p>Additional: -Work displayed throughout provision and throughout school.</p>
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Spring	
Strand: Writing	
Core Taught	Core Provision
<p>Specific learning from taught sessions, focused on knowledge and skills</p> <ul style="list-style-type: none"> - Modelling of high quality, clear letter formation (Clear sizing of capital and lowercase letters) - Lowercase letter formation (a-z) following schools phonics scheme - Capital letter formation (a-z) following schools phonics scheme - Matching lowercase letters to their capital letter - Using phonic knowledge to segment and write words 	<p>Classroom/Writing Area:</p> <ul style="list-style-type: none"> -Mark making tools available throughout classroom (paper, pencils, pens, etc) -Children's name cards available to see and use throughout the provision. -Letter formation and alphabet frieze (at children's height) -Whiteboards, pens, magnetic letters and numbers available to use. -Red tricky words and key vocabulary displayed throughout provision -Variety of message materials available (Note pads, cards, letter templates, invite templates etc.) -Left handed and right-handed tools available -Fine motor skill resources (puzzles, tweezers, threading materials, pegs, buttons, zips, laces, malleable materials etc.) -large pieces of paper on floor, on easels for children to practice writing/mark making -long strips of paper with handwriting lines -visuals of alphabet, lower and upper case

- Matching letter shapes to their sounds and say letter names
- Using phonic knowledge to write captions and labels
- Beginning to use capital letters, finger spaces and a full stop to write simple sentences.
- Beginning to use phonic knowledge to write sentences
- CVC, CCVC words
- **Set 2 red tricky words**
- Writing first and second names (Order of the letters, finger space in between)
- Modelling of correct pencil grip
- Modelling of writing and talking through letter formation and sentence structure daily.
- Writing messages, signs, notices and labels.
- Modelling of fine motor skills throughout all activities (threading beads, manipulating playdough, puzzle pieces)
- Modelling of writing for a purpose during input and in provision (I am going to write my name on my art so that I can find it at the end of the day. I am going to make and write an Easter card to my family members to wish them happy Easter. Etc.)
- Number formation 1-10

-alphabet stencils

Physical activity:

- ribbons/scarfs to make zig zag, circular, large, small, high and low movements.
- Move like different animals and explore moving your body high and low positions.
- Passing balls to each other practising throwing and catching
- Using bats and balls
- Balancing bean bags using different body parts
- Riding bikes
- balancing and climbing on the climbing frame
- obstacle courses
- Dance and movement
- Pushing and pulling tyres
- Marching to music
- Stretching and curling etc

Small world:

- Mark making tools available (clipboards, writing materials etc.)
- Stem Activities
- Wooden house and people
- Animals and classification

Home corner:

- Message pad by the telephone
- Working laptop/computer/tablet
- Using different equipment in role play eg, Stirring, cupcake tray, moving equipment from one compartment to another
- Resources for extended role play – prop boxes: Vets, Hospital, Café, Shop, Baby clinic, Shrove Tuesday, Easter, science week (lists, note pads, post it notes, superhero paper etc to promote writing opportunities)
- children's photos with speech bubbles to include the child's voice.
- cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for writing.

Reading area:

- A good range of quality texts focusing on different themes/ types of characters/story lines etc.
- Alphabet books
- Blank books for children to write their own stories
- Zig zag books to write own stories
- Sounds/words/tricky words that children have been practising in correlation with the schools phonics scheme.

Maths:

- Number formation
- Using post it notes to make number-lines
- Number formation: sand, glitter, foam, chalks, painting etc
- 1-1 correspondence using fingers for hand and eye co-ordination practise

Outside:

- Chalks (To be used on floor, chalkboards, fences etc.)
- Paper of all sizes
- Muds and twigs
- Different paint brushes, rollers, water buckets.
- Ribbons/scarfs

Funky fingers:

- Fine motor skill resources available and updated regularly (puzzles, tweezers, threading materials, pegs, buttons, zips, laces, malleable materials etc.)
- Lego maze challenges.
- Magnetic slime
- Pipe Cleaner counting
- Playdough Disco: poke, squeeze, prod, roll, flatten, push, pull etc

Water:

- Variety of different sized equipment (jugs, spray bottles, pipets, funnels etc)
- Squeeze sponges
- weighing dollies
- Use syringes to fill up different containers, transport water from one place to the other

Construction:

- Range of sizes in construction equipment (small Lego, Duplo, large building blocks etc)
- Labels for name writing (to add to creations)
- Pictures/diagrams of creations- with titles and labels
 - Clipboards/slips of paper opportunities to draw and label their creations
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Additional:

- Work displayed throughout provision and throughout school.
- Author visit? Focus (Encourage writing)
- Team up with local group (care home, another school etc) to encourage writing for a purpose

Summer

Strand: Writing

Core Taught

- Specific learning from taught sessions, focused on knowledge and skills
- Modelling of high quality, clear letter formation (Clear sizing of capital and lowercase letters)
 - Lowercase letter formation (a-z) following schools phonics scheme
 - Capital letter formation (a-z) following schools phonics scheme
 - Using phonic knowledge to segment and write words (including multisyllabic words)
 - Using phonic knowledge to write captions and labels
 - Beginning to use phonic knowledge to write sentences (adding more detail to sentences where possible.)
 - **Set 3 red tricky words**
 - CVC, CCVC, CVCC words.
 - Writing first and second names (Order of the letters, finger space in between)
 - Modelling of correct pencil grip
 - Modelling of writing and talking through sentence structure daily.
 - Modelling of fine motor skills throughout all activities (threading beads, manipulating playdough, puzzle pieces)
 - Modelling of writing for a purpose during input and in provision (I am going to write some labels on my drawing so that people can understand what each part is. I am going to write to the local council to ask them for more recycling bins in our local parks. Etc)

Core Provision

- Classroom:
- Mark making tools available throughout classroom (paper, pencils, pens, etc)
 - Letter formation and alphabet frieze (at children's height)
 - Whiteboards, pens, magnetic letters and numbers available to use.
 - Red tricky words and key vocabulary displayed throughout provision
 - Variety of message materials available (Note pads, cards, letter templates, invite templates etc.)
 - Left handed and right-handed tools available
 - Fine motor skill resources (puzzles, tweezers, threading/sewing materials, pegs, buttons, zips, laces, malleable materials etc.)
 - large pieces of paper on floor, on easels for children to practice writing/mark making
 - long strips of paper with handwriting lines
 - visuals of alphabet, lower and upper case
 - alphabet stencils
- Physical activity:
- ribbons/scarfs/stopwatches
 - Clipboards/whiteboard (Recording scores/timings)
 - ribbons/scarfs to make zig zag, circular, large, small, high and low movements.
 - Move like different animals and explore moving your body high and low positions.
 - Passing balls to each other practising throwing and catching
 - Using bats and balls
 - Balancing bean bags using different body parts
 - Riding bikes
 - balancing and climbing on the climbing frame
 - obstacle courses
 - Dance and movement
 - Pushing and pulling tyres
 - Marching to music
 - Stretching and curling etc
- Small world:
- Mark making tools available (clipboards, writing materials etc.)
 - Stem Activities
 - Wooden house and people
 - Animals and classification
- Home corner:

- Labelling (map of local area, animal, setting from a book etc)
- To write captions.
- Writing messages, signs, notices and labels.
- Write simple short sentences that can be read by child and others.
- Learning to write words that correlates to my spoken sentence
- Number formation 1-10
- Make a notebook to write about things you see eg, the weather, birds, insects, flowers, leaves, the clouds, sky scan, signs of seasons, interpretation of music using mark makings, painting, writing etc. Include photos as well as drawings.
- Wildlife, weather, signs of seasons poems.
- Design games that can be played outside with peers.
- Writing for a purpose: make secret messages, write clues, write messages to friends, treasure hunt clues, label flags etc.
- Pavement artist and label eg, chalks, paint brushes and water etc. Make marks, trails and arrows to follow.

- Message pad by the telephone
- Working laptop/computer/tablet
- children's photos with speech bubbles to include the child's voice.
- cookery books, recipes to follow, menus, letters: to promote reading simple sentences and practise strategies for writing.
- Resources for extended role play – prop boxes: Vets, Hospital, Café, Shop, Baby clinic, Shrove Tuesday, Easter, science week (lists, note pads, post it notes, superhero paper etc to promote writing opportunities)

Reading area:

- A good range of quality texts focusing on different themes/ types of characters/story lines etc.
- Blank books for children to write their own
- Zig zag books
- Fiction/non-fiction books
- Wordless books
- Puppets/story sticks/teddies
- New vocabulary with images
- Familiar stories that children are learning by heart available for children to read and look at with an adult or peers
- Audio books available for children to hear.
- Variety of books available (Fiction, non-fiction, poems, nursery rhymes etc)
- CD player with headphones and books on CD.
- Sounds/words/tricky words that children have been practising in correlation with the schools phonics scheme.

Maths:

- Number formation
- Using post it notes to make number-lines
- Number formation: sand, glitter, foam, chalks, painting etc
- 1-1 correspondence using fingers for hand and eye co-ordination practise

Outside:

- Chalks (To be used on floor, chalkboards, fences etc.)
- Paper of all sizes
- Mud and twigs
- Different paint brushes, rollers, water buckets.
- Ribbons/scarfs
- Threading/weaving materials
- treasure hunt in the sand area.

Funky fingers:

- Fine motor skill resources available and updated regularly (puzzles, tweezers, threading materials, pegs, buttons, zips, laces, malleable materials etc.)
- Lego maze challenges.
- Magnetic slime
- Pipe Cleaner counting
- Playdough Disco: poke, squeeze, prod, roll, flatten, push, pull etc
- Marble run

Water:

- Variety of different sized equipment (jugs, spray bottles, pipets, funnels etc)

Construction:

- Range of sizes in construction equipment (small Lego, Duplo, large building blocks etc)
- Labels for name writing (to add to creations)
- Pictures/diagrams of creations- with titles and labels
- Clipboards and slips of paper for plans and labels

Additional:

- Work displayed throughout provision and throughout school.
- Author visit? Focus (Encourage writing)
- Team up with local group (care home, another school etc) to encourage writing for a purpose