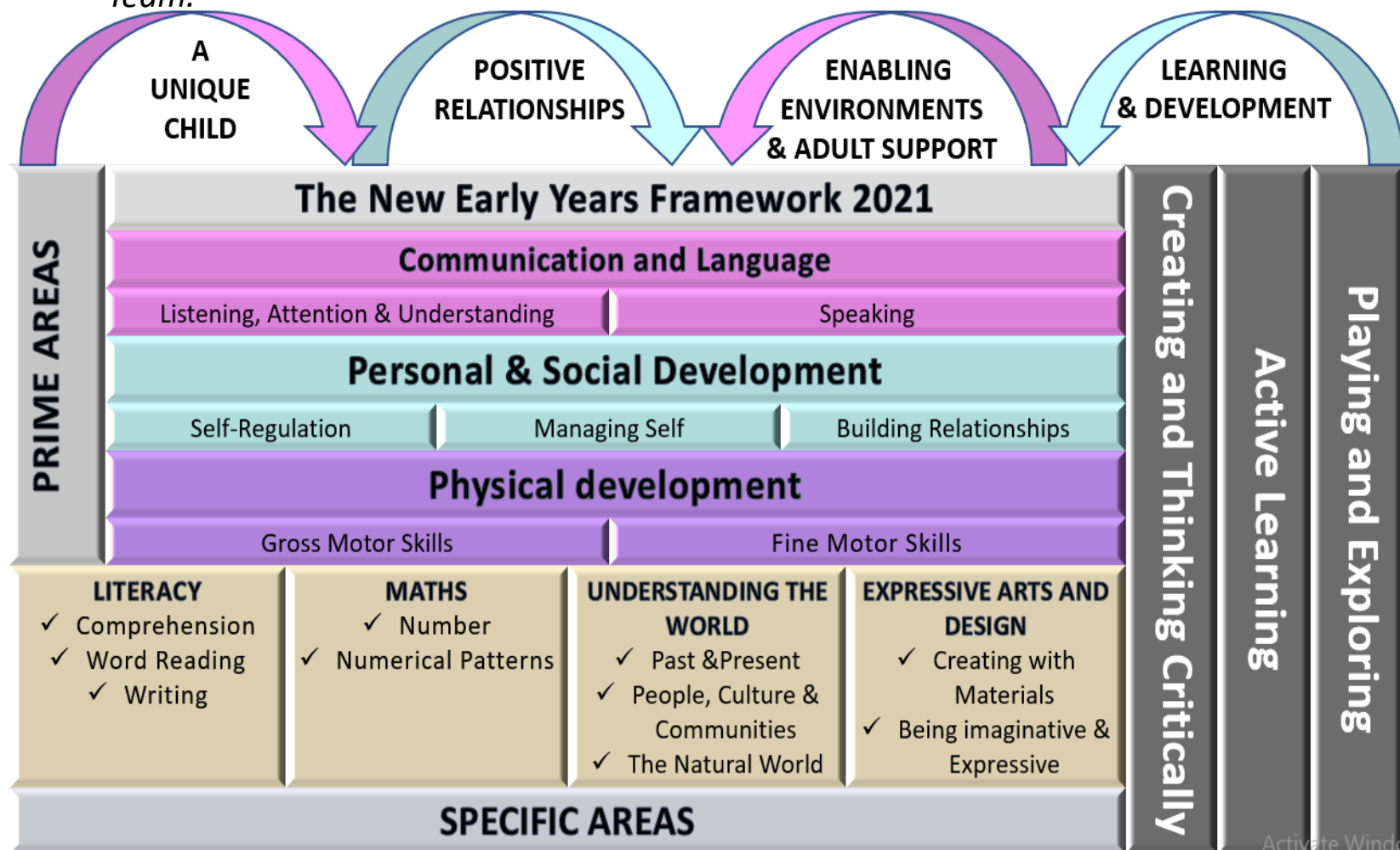


# Reception Long Term Plan



*“Children will be given an abundance of opportunities to learn through play in their VIP Time (Very Important Play Time). We will ensure that learning will be fun, engaging and we will challenge and support all children wherever their starting point. As an EYFS team and effective role models, we will provide high quality interactions to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.”*  
Staniland EYFS Team

*“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision, and it will be used at every opportunity. At Staniland, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us, and we greatly value the relationship that we develop with parents throughout this vital year.” Staniland EYFS Team.*





# RECEPTION LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

GENERAL THEMES

NB: THESE THEMES MAY  
BE ADAPTED AT VARIOUS  
POINTS TO ALLOW FOR  
CHILDREN'S INTERESTS TO  
FLOW THROUGH THE  
PROVISION  
WELL-BEING & BEHAVIOR  
FOR LEARNING

ALL ABOUT ME!

Starting school / my new class  
/ New Beginnings / Rules and  
routines/  
Staying healthy / Human body  
How have I changed from  
being a baby?  
My family / PSED focus  
What am I good at?  
How do I make others feel?  
Understanding emotions  
Being kind / staying safe/  
Autumn

TERRIFIC TALES!

Rules and Routines  
Traditional Tales  
Old favorites  
Familiar tales  
Visits to our Library  
Christmas show  
Christmas Lists  
Letters to Father Christmas

AMAZING  
ANIMALS!

Animals around the  
world  
Climates / Hibernation  
Down on the Farm  
Under the sea  
Hot and cold comparison  
Animal Arts and crafts  
Night and day animals  
Animal patterns  
David Attenborough  
Habitats

PEOPLE THAT HELP US!

People that help us at  
home and at school  
Firefighters  
Police  
Doctors  
Dentist  
Reduce, Reuse & Recycle  
Look after our planet  
Easter  
Mother's Day

COME OUTSIDE!

Plants & Flowers  
Weather / seasons  
The great outdoors  
Planting seeds  
Make a sculpture: Andy  
Goldsworthy  
Mini Beasts  
Life cycles- chicks and  
caterpillars

ON THE MOVE

Around the Town  
How do I get there?  
Boat, Pirates, Trains, Bus,  
Walk  
Where in the world have  
you been?  
Where do we live in the UK  
/ world?  
Fly me to the moon!  
Who was Neil Armstrong?  
Vehicles past and Present  
Airplanes old and new-  
Amelia Earhart  
Father's Day

POSSIBLE TEXTS  
AND  
'OLD  
FAVOURITES'

Harry and the Dinosaurs go to  
school  
What makes me, me?  
The Colour Monster  
The Big Book of Families  
The very helpful hedgehog  
Argh! There's a skeleton inside  
you!  
Christopher pumpkin

Jack and the Beanstalk  
The Gingerbread man  
Three little pigs  
Goldilocks and the three bears  
Little red riding hood  
Nativity  
Norman the slug saves  
Christmas

Book of the Term-  
Snowball by Sue Hendra

The Emperors Egg  
Farmyard Hallabaloo  
Snail and the whale  
Dear Zoo  
Arghh Spider!  
What the ladybird heard  
There's a lion in my  
cornflakes

Book of the Term-  
Owl Babies

A focus on People that  
help us  
Zog and the flying doctors  
Emergency!  
Real Superheroes  
Superworm  
We're going on an egg  
hunt  
Little people big dreams  
David Attenborough

Book of the Term-  
Supertato The great  
Eggscape

Ten Seeds  
Jasper's Beanstalk  
Lulu Loves Flowers  
Oliver's Vegetables  
A stroll through the  
seasons

Book of the Term-  
How to grow a dinosaur?

The Way back Home  
The hundred decker bus  
Big Blue Train  
Little people big dreams  
Neil Armstrong  
Little people big dreams  
Amelia Earhart  
Never Mess with a Pirate  
Princess  
We're going on a Bear  
Hunt

Book of the Term-  
Emma Jane's Aeroplane

STORY BAG OF 10

Supertato, Shark in the Park, We're going on a bear hunt, The Hungry Caterpillar, Lost and Found, Whatever next, Zog, Big Yellow Digger, Norman the Slug with the silly Shell, Gruffalo



# RECEPTION LONG TERM PLAN



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

*'WOW' MOMENTS /  
ENRICHMENT  
WEEKS*

**ALL ABOUT ME!**

Favorite Songs  
What do I want to be when I grow up?  
Leaf collecting  
Halloween  
Pumpkin carving  
Harvest festival  
Autumn Trail  
Birthdays

**TERRIFIC TALES!**

Bonfire Night Safety  
Christmas Time / Nativity  
Road Safety  
Children in Need  
Anti- Bullying Week  
Christmas film (cinema or theaters) possibly add year 1 and 2 here.  
Remembrance Day

**AMAZING ANIMALS!**

Chinese New Year  
Random Acts of Kindness Week  
Internet Safety Day  
Let's go on Safari - An animal a day!  
Dress as an explorer day  
Chicks  
Snowy habitats  
Animal visit???

**PEOPLE THAT HELP US!**

Easter  
Mother's day- Observational flowers easter daffs  
Visit from the police  
Visit from the fire fighters  
Farmer  
World book day  
People that help us party.  
  
Farm trip  
Visit the Stump

**COME OUTSIDE!**

Walk to the grass area behind school / Picnic  
Planting seeds beans.  
Sunflowers, veg patch.  
Weather experiments  
Weather Forecast videos  
Nature Scavenger Hunt  
Vincent Van Gogh Study sunflowers  
Minibeast houses  
Dress as bright as a flower day or as a rainbow

**ON THE MOVE**

Food tasting – different cultures  
Map work - Find the Treasure  
Landing on the moon  
Let's fly - Role play and Green  
Screen of cockpit  
Fathers day- Rocket  
Heritage week  
DT Week  
Sports day  
Pirate Day

**INTENT  
(CARS ON LEARNING  
JOURNEY)**

CLL Speaking in play focus (getting to know the children's likes and interests)  
LA and U - Routines and instruction following  
PSED- being kind to each other and social interactions in VIP time.  
PD- Gross Motor  
Phonics Phase 2

CLL Speaking in play focus (getting to know the children's likes and interests)  
LA and U - Routines and instruction following  
PSED- being kind to each other and social interactions in VIP time.  
PD- Gross and Fine Motor  
Phonics Phase 2 Segmenting and blending  
Phase 3 Phonics  
Writing with meaning  
Number pattern

A continual prime areas focus  
Reading phase 2 and 3- segmenting and blending  
Writing- words and short sentences  
Segmenting for writing  
Numerical pattern  
Comprehension  
KUW  
EAD

A continual prime areas focus  
Reading phase 2 and 3- segmenting and blending  
Writing- sentence structure  
Segmenting for writing  
Numerical pattern  
Comprehension  
Handwriting  
KUW  
EAD

A continual prime areas focus  
Reading phase 4  
Reading fluency  
Writing- sentence structure  
Segmenting for writing  
Problem solving  
Comprehension  
Handwriting  
KUW  
EAD

A continual prime areas focus  
Reading phase 4  
Reading fluency  
Writing- sentence structure  
Segmenting for writing  
Problem solving  
Comprehension  
Handwriting  
KUW  
EAD  
Climate change and environmental awareness

**POSSIBLE HOME  
TASKS**

Family photographs  
Something special to me e.g. favourite book, award, photograph of an event  
Wow moments from home  
Bookbags-reading scheme book (Little Wandle) and sharing book  
Recognising and writing sounds of the week.  
Half term Autumn selfie.

Reactive to needs of the children.

Reactive to needs of the children.



Reactive to needs of the children.

Reactive to needs of the children.

Reactive to needs of the children.




# RECEPTION LONG TERM PLAN

|  | AUTUMN 1   | AUTUMN 2        | SPRING 1         | SPRING 2             | SUMMER 1      | SUMMER 2    |
|--|--|-----------------|------------------|----------------------|---------------|-------------|
| GENERAL THEMES   | ALL ABOUT ME!  | TERRIFIC TALES! | AMAZING ANIMALS! | PEOPLE THAT HELP US! | COME OUTSIDE! | ON THE MOVE |
| <br> | <p style="text-align: center;"><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p><b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p><b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>   |                 |                  |                      |               |             |
|  | <p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p><b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> <p><i>PLAY: At Staniland, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS setting has an underlying ethos of 'Learning through play. PLAY is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.'. The EYFS Team</i></p> <p style="text-align: center;"><b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b></p> |                 |                  |                      |               |             |





# RECEPTION LONG TERM PLAN

|   | AUTUMN 1      | AUTUMN 2        | SPRING 1         | SPRING 2             | SUMMER 1      | SUMMER 2    |
|---|---------------|-----------------|------------------|----------------------|---------------|-------------|
| GENERAL THEMES  | ALL ABOUT ME! | TERRIFIC TALES! | AMAZING ANIMALS! | PEOPLE THAT HELP US! | COME OUTSIDE! | ON THE MOVE |
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|               |                 |                  |                      |               |             |



# RECEPTION LONG TERM PLAN

|   | AUTUMN 1   | AUTUMN 2               | SPRING 1         | SPRING 2             | SUMMER 1                | SUMMER 2  |
|---|--|------------------------|------------------|----------------------|-------------------------|---|
| GENERAL THEMES                            | ALL ABOUT ME!  | TERRIFIC TALES!        | AMAZING ANIMALS! | PEOPLE THAT HELP US! | COME OUTSIDE!           | ON THE MOVE   |
| STUDENTS TAKE OWNERSHIP OF THEIR LEARNING | Respect<br>Compassion  | Equality and tolerance | Resilience       | Pride                | Exemplary- Year 1 ready | Smiling- Enjoyed over the year. How do you like to learn. |
| INSPIRING LEARNING ENVIRONMENTS           | <p>ALL DIFFERENT, EQUAL, ACHIEVING &amp; SMILING!</p> <p>ETHOS: RESILIENT, EQUALITY, SMILING, PRIDE, EXEMPLARY, COMPASSIONATE, TOLERANCE</p> <p>HERE AT STANILAND ACADEMY, WE ARE WHOLE HEARTEDLY COMMITTED TO CREATING AN INCLUSIVE CURRICULUM WHERE EVERY CHILD HAS EQUAL OPPORTUNITIES TO GROW AND FLOURISH INTO COMPASSIONATE, RESILIENT AND RESPONSIBLE LEARNERS. HAVING HIGH ASPIRATIONS TO BE SUCCESSFUL IN LIFE IN ANY CHOSEN COMMUNITY.</p> |                        |                  |                      |                         |   |
| PUPIL VOICE                               |  |                        |                  |                      |                         |   |
| RESTORATIVE PRACTICE                      |  |                        |                  |                      |                         |   |
| CORE PRINCIPLES                           |  |                        |                  |                      |                         |   |



# RECEPTION LONG TERM PLAN

|  | AUTUMN 1   | AUTUMN 2   | SPRING 1   | SPRING 2  | SUMMER 1  | SUMMER 2  |
|--|--|--|--|---|---|---|
| GENERAL THEMES   | ALL ABOUT ME!  | TERRIFIC TALES!  | AMAZING ANIMALS!   | PEOPLE THAT HELP US!  | COME OUTSIDE!   | ON THE MOVE   |
| HUMAN VALUES<br><i>ASSEMBLIES / SHARING CIRCLES</i><br><br>These will mirror the principles and values of our school.<br><br>We will 'dip in and out of each area' each term as and when we need to. | <b>Mutual respect</b><br>We are all unique.<br>We respect differences between different people and their beliefs in our community, in this country and all around the world.<br>All cultures are learned , respected, and celebrated.              | <b>Mutual Tolerance</b><br>Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others.<br><br>Mutual tolerance of those with different faiths and beliefs and for those without faith. | <b>Rule of law</b><br>We all know that we have rules at school that we must follow.<br>We know who to talk to if we do not feel safe.<br>We know right from wrong.<br>We recognise that we are accountable for our actions.<br>We must work together as a team when it is necessary. | <b>Individual liberty</b><br>We all have the right to have our own views.<br>We are all respected as individuals.<br>We feel safe to have a go at new activities.<br>We understand and celebrate the fact that everyone is different. | <b>Democracy</b><br>We all have the right to be listened to.<br>We respect everyone and we value their different ideas and opinions.<br>We have the opportunity to play with who we want to play with.<br>We listen with intrigue and value and respect the opinions of others. | <b>Recap all British Values</b><br><br>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.<br>Fundamental British Values are not exclusive to being British and are shared by other democratic countries. |
| ASSESSMENT OPPORTUNITIES   | Baseline assessment NFER<br>CLL and N<br>Writing name<br>Phonics Assessment Little Wandle<br>Week 4- Keep up check<br>Cutting skills<br>Colour assessment<br>Squiggle assessment<br>Talk time/Wellcomm to assess and start for those that need it. | Pupil progress meetings<br>Parents evening<br>EYFS team meetings<br>In house moderation<br>Agreement Trailing Moderation<br>Phonics Assessment Little Wandle<br>Termly Assessment  | Agreement trialling moderation<br>EYFS team meetings<br>In house moderations<br>Pupil progress meetings<br>Termly Assessment<br>Phonics Assessment Little Wandle<br>Squiggle Assessment  | Agreement trialling moderation<br>EYFS team meetings<br>In house moderations<br>Pupil progress meetings<br>Termly Assessment<br>Phonics Assessment Little Wandle  | Agreement trialling moderation<br>EYFS team meetings<br>In house moderations<br>Pupil progress meetings<br>Termly Assessment<br>Phonics Assessment Little Wandle<br>Squiggle Assessment   | Agreement trialling moderation<br>EYFS team meetings<br>In house moderations<br>Pupil progress meetings<br>Termly Assessment<br>Phonics Assessment Little Wandle<br>EOY data/GLD  |
| PARENTAL INVOLVEMENT   | Staggered Start<br>Seesaw<br>Home / School Agreement<br>Phonics and topic homework   | Christmas Show<br>Phonics and topic homework<br>Parents Evening  | Phonics and topic homework   | Phonics and topic homework<br>Book at Bedtime/ stay and read launch?<br>Parents evening   | Phonics and topic homework<br>Book at Bedtime /stay and read  | Phonics and topic homework<br>Book at Bedtime/ stay and read<br>Reports<br>Sports Day   |



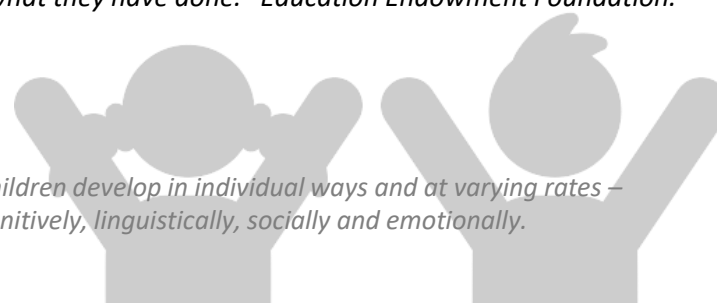
# RECEPTION LONG TERM PLAN

|   | AUTUMN 1  | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1  | SUMMER 2  |
|---|---|---|---|--|---|---|
| GENERAL THEMES  | ALL ABOUT ME!   | TERRIFIC TALES!   | AMAZING ANIMALS!  | PEOPLE THAT HELP US!   | COME OUTSIDE!   | ON THE MOVE   |
| <b>COMMUNICATION AND LANGUAGE</b><br><small>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</small>  | The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b> , practitioners will build children's language effectively. <b>Reading frequently to children</b> , and <b>engaging them actively in stories</b> , non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b> , will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b> , where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b> . |   |   |  |   |   |
| Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, tales toolkit, EYFS productions, assemblies and weekly interventions.<br><br><b>DAILY STORY TIME AND TOPIC STORIES</b><br><br>WITH THE STORY 10 BAG | <b>Welcome to EYFS</b><br>Settling in activities<br>Making friends<br>Children talking about experiences that are familiar to them, family<br>What are your passions / goals / dreams?<br>This is me!<br>Nursery rhymes<br>Rhyming and alliteration<br>Familiar Print<br>Sharing facts about me!<br>Mood/Colour Monsters<br>Shared stories<br>All about me!<br>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"<br>Start talk time  | <b>Tell me a story!</b><br>Develop vocabulary<br>Discovering Passions<br>Tell me a story - retelling stories<br>Story language<br>Word hunts<br>Listening and responding to stories<br>Following instructions<br>Takes part in discussion<br>Understand how to listen carefully and why listening is important.<br>Use new vocabulary through the day.<br>Choose books that will develop their vocabulary.<br>Introduce tales toolkit | <b>Tell me why!</b><br>Using language well<br>Ask's how and why questions...<br>Discovering Passions<br>Retell a story with story language<br>Ask questions to find out more and to check they understand what has been said to them.<br>Describe events in some detail.<br>Listen to and talk about stories to build familiarity and understanding.<br>Learn rhymes, poems and songs.<br>Non-Fiction information texts | <b>Talk it through!</b><br>Describe events in detail – time connectives<br>Discovering Passions<br>Understand how to listen carefully and why listening is important.<br>Sustained focus when listening to a story | <b>What happened?</b><br>Discovering Passions<br>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.<br>Discuss information learnt and share their ideas and opinions on it. Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. | <b>Time to share!</b><br>Weekend news<br>Share things posted on Seesaw.<br>Discovering Passions<br>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. |





# RECEPTION LONG TERM PLAN

|  | AUTUMN 1  | AUTUMN 2   | SPRING 1  | SPRING 2   | SUMMER 1  | SUMMER 2  |
|--|---|--|---|--|---|---|
| GENERAL THEMES                             | ALL ABOUT ME!   | TERRIFIC TALES!  | AMAZING ANIMALS!  | PEOPLE WHO HELP US!  | COME OUTSIDE!   | ON THE MOVE!  |
| PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT | Children's personal, social and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> , and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b> . Strong, warm and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b> . Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b> , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b> . |  |   |  |   |   |
| MANAGING SELF<br><br>SELF - REGULATION     | <b>New Beginnings</b><br>See themselves as a valuable individual.<br>A sense of place and identity<br>Being me in my world<br>Class Rule Rules and Routines regulating behaviour accordingly<br>Supporting children to build relationships<br>Dreams and Goals<br>Hygiene   | <b>Getting on and falling out</b><br>How to deal with anger<br>Emotions<br>Self - Confidence<br>Build constructive and respectful relationships.<br>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. | <b>Going for goals</b><br>Learning about qualities and differences<br>Celebrating differences<br>Identify and moderate their own feelings socially and emotionally.<br>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios<br>Random acts of Kindness | <b>Good to be me</b><br>Feelings<br>Relationships<br>What makes a good friend?<br>Healthy me<br>Looking after pets<br>Looking After our Planet<br>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on  | <b>Relationships</b><br>Looking after others<br>Friendships<br>Dreams and Goals<br>Show resilience and perseverance in the face of challenge.<br>Working together<br>Discuss why we take turns, wait politely, tidy up after ourselves and so on. | <b>Changes</b><br>Taking part in sports day - Winning and losing<br>Changing me<br>Look how far I've come!<br>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. |
|  | Show an understanding of their own feelings and those of others, and begin to <b>regulate their behaviour accordingly</b> . Set and work towards simple goals, being able to wait for what they want and <b>control their immediate impulses when appropriate</b> . Give <b>focused attention to what the teacher says</b> , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <ul style="list-style-type: none"><li>✓ Controlling own feelings and behaviours</li><li>✓ Applying personalised strategies to return to a state of calm</li><li>✓ Being able to curb impulsive behaviours<ul style="list-style-type: none"><li>✓ Being able to concentrate on a task</li><li>✓ Being able to ignore distractions</li></ul></li><li>✓ Behaving in ways that are pro-social<ul style="list-style-type: none"><li>✓ Planning</li><li>✓ Thinking before acting</li><li>✓ Delaying gratification</li></ul></li><li>✓ Persisting in the face of difficulty.</li></ul>   |  |   | <i>"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.</i><br><br><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i><br> |   |   |

LINK TO BEHAVIOUR FOR LEARNING



# RECEPTION LONG TERM PLAN

|  | AUTUMN 1  | AUTUMN 2  | SPRING 1   | SPRING 2  | SUMMER 1  | SUMMER 2  |
|--|---|---|--|---|---|---|
| GENERAL THEMES   | ALL ABOUT ME!   | TERRIFIC TALES!   | AMAZING ANIMALS!   | PEOPLE THAT HELP US!  | COME OUTSIDE!   | ON THE MOVE   |
| <b>PHYSICAL DEVELOPMENT</b><br><br><b>FINE MOTOR</b><br><br>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.<br><br>DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES<br><br><b>GROSS MOTOR</b><br><br>WEEKLY REAL PE LESSON<br>DAILY GROSS MOTOR OPPORTUNITIES | Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b> . |   |  |   |   |   |
|  | On a large scale<br>Threading, cutting, weaving, playdough, Fine Motor activities.<br>Manipulate objects with good fine motor skills<br>Draw lines and circles using gross motor movements<br>Hold pencil/paint brush beyond whole hand grasp<br>Pencil Grip<br>Dough Disco<br>Using cutlery  | On a large scale<br>Threading, cutting, weaving, playdough, Fine Motor activities.<br>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand<br>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.<br>Dough Disco | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Begin to form letters correctly<br>Handle tools, objects, construction and malleable materials with increasing control<br>Encourage children to draw freely.<br>Holding Small Items /<br>Button Clothing /<br>Cutting with Scissors<br>Dough Disco | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Hold pencil effectively with comfortable grip Forms<br>recognisable letters most correctly formed<br>Dough Disco<br>Handwriting   | Smaller scale<br>Threading, cutting, weaving, playdough, Fine Motor activities.<br>Develop pencil grip and letter formation continually<br>Use one hand consistently for fine motor tasks<br>Cut along a straight line with scissors /<br>Start to cut along a curved line, like a circle / Draw a cross<br>Dough Disco<br>Handwriting  | Small scale<br>Threading, cutting, weaving, playdough, Fine Motor activities.<br>Form letters correctly<br>Copy a square<br>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture<br>Start to draw pictures that are recognisable /<br>Build things with smaller linking blocks, such as Duplo or Lego<br>Dough Disco<br>Handwriting |
|  | Climbing – outdoor equipment<br>Different ways of moving to be explored with children<br>Squiggle while you wiggle<br>Finding a space<br>Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.<br>Squiggle while you wiggle  | Crates play- climbing. Skipping ropes in outside area<br>dance related activities<br>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.<br>Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options<br>Squiggle while you wiggle                   | Provide a wide range of activities to support a broad range of abilities.<br>Dance / moving to music<br>Gymnastics ./ Balance<br>Squiggle while you wiggle   | Balance- children moving with confidence<br>dance related activities<br>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.<br>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.<br>Cooperation games i.e. parachute games.<br>Ball skills- throwing and catching.<br>Squiggle while you wiggle | Obstacle activities<br>children moving over, under, through and around equipment<br>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.<br>Dance / moving to music<br>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking<br>Squiggle while you wiggle | Races / team games involving gross motor movements<br>dance related activities<br>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.<br>Gymnastics ./ Balance<br>Squiggle while you wiggle<br>Sports day  |
|  | Unit 1- Personal- C-ordination and Static Balance   | Unit 2- Social- Dynamic Balance to agility and Static Balance seated  | Unit 3- Cognitive- Dynamic Balance and Static Balance small base   | Unit 4- Creative- Coordination ball skills and counter balance in pairs.  | Unit 5- Physical- Coordination with equipment and agility reactions and response  | Unit 6- Health and fitness- Agility ball chasing and static balance floor work.   |
|  | From Development Matters 20':<br>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing<br>Progress towards a more fluent style of moving, with developing control and grace.<br>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.<br>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.<br>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  |   |  |   |   |   |



# RECEPTION LONG TERM PLAN

|   | AUTUMN 1   | AUTUMN 2  | SPRING 1  | SPRING 2  | SUMMER 1  | SUMMER 2   |
|---|--|---|---|---|---|--|
| GENERAL THEMES  | ALL ABOUT ME!  | TERRIFIC TALES!   | AMAZING ANIMALS!  | PEOPLE THAT HELP US!  | COME OUTSIDE!   | ON THE MOVE  |
| <b>LITERACY</b><br><br>COMPREHENSION<br><br>DEVELOPING A<br>PASSION FOR READING<br><br>READING GROUPS 3x WEEKLY<br>LIBRARY BOOK FOR BEDTIME<br>STORY BAG OF 10<br>READING DOGS<br><br><b>WORD</b><br><br><b>READING</b><br><br>CHILDREN THAT NEED IT TO HAVE<br>SOUND AND BLENDING KEEP UP<br>(LITTLE WANDLE) | It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) |   |   |   |   |  |
|   | Joining in with rhymes and showing an interest in stories with repeated refrains.<br>Environment print.<br>Having a favorite story/rhyme.<br>Showing this through the book vote.<br>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book.<br>Recognising initial sounds.<br>Name recognizing activities.<br>Engage in extended conversations about stories, learning new vocabulary.<br><b>Reading Dog- Inference Iggy</b><br><b>Reading Dog- Vocabulary Victor</b>   | Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Tales toolkit to retell the story. Retelling of stories.<br>Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.<br>Sequence story – use vocabulary of beginning, middle and end.<br>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.<br>Enjoys an increasing range of books follow on the rainbow reads.<br>Role play area – book characters<br><b>Reading Dog- Sequencing Suki</b><br><b>Reading Dog- Vocabulary Victor</b> | Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs.<br>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to Little Wandle. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read. Information leaflets about animals in the garden/plants and growing.<br><b>Reading Dog- Rex Retriever</b><br><b>Reading Dog- Vocabulary Victor</b> | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.<br>World Book Day<br>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.<br>They develop their own narratives and explanations by connecting ideas or events<br><b>Reading Dog- Rex Retriever</b><br><b>Reading Dog- Vocabulary Victor</b> | Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.<br>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.<br>Information leaflets about animals in the garden/plants and growing.<br><b>Reading Dog- Predictive Pip</b><br><b>Reading Dog- Vocabulary Victor</b> | Can draw pictures of characters/ event / setting in a story<br>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.<br>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.<br><b>Reading Dog- Predictive Pip</b><br><b>Reading Dog- Vocabulary Victor</b> |
|   | <b>Phonic Sounds: Little Wandle Autumn 1</b><br><b>Look at keep up to start week 5</b><br><b>Reading:</b> Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.<br>Help children to read the sounds speedily. This will make sound-blending easier<br>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.   | <b>Phonic Sounds: Little Wandle Autumn 2</b><br><b>Reading:</b> Blending CVC sounds,, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Rhyming strings, common theme in traditional tales, identifying characters and settings. Show children how to touch each finger as they say each sound.   | <b>Phonic Sounds: Little Wandle Spring 1</b><br><b>Reading:.</b> Blending CVC sounds,, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Provide opportunities for children to read words containing familiar diagraphs groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.   | <b>Phonic Sounds: Little Wandle Spring 2</b><br><b>Reading:</b> Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books.<br>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.   | <b>Phonic Sounds: Little Wandle Summer 1</b><br><b>Reading:</b> Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.<br>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.   | <b>Phonic Sounds: Little Wandle Summer 2</b><br><b>Reading:</b> Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.<br>End of term assessments<br>Transition work with Year 1 staff  |



# RECEPTION LONG TERM PLAN

|  | AUTUMN 1  | AUTUMN 2   | SPRING 1  | SPRING 2   | SUMMER 1   | SUMMER 2   |
|--|---|--|---|--|--|--|
| GENERAL THEMES   | ALL ABOUT ME!   | TERRIFIC TALES!  | AMAZING ANIMALS!  | PEOPLE THAT HELP US!   | COME OUTSIDE!  | ON THE MOVE  |
| <b>WRITING</b><br><br>BOOKS USED AS WEEKLY STIMULUS ACROSS THE YEAR<br><br>TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS<br><br>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. | <b>Squiggle assessment-<br/>Draw self on Passport.<br/>Family drawing<br/>Name writing</b><br><br>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, And Writing initial sounds.<br><br>Use initial sounds to label characters / images.<br><b>Dough Disco</b> | <b>Name writing<br/>Can you write the sound?</b><br><br>Name writing, labelling using initial sounds, Story maps. Retelling stories in writing area,. Help children identify the sound that is tricky to spell. Sequence the story.<br><br>Write a sentence<br>Daily Bob composing sentences. Drawing Club- Character, Setting, Problem and Setting. | <b>Squiggle assessment-<br/>Draw self on Passport.<br/>Can you write the word?</b><br><br>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.<br>Developing short sentences in a meaningful context. Create a story board.<br><br>Daily Bob sentences.<br><br>Handwriting<br>Drawing Club- Character, Setting, Problem and Setting. | <b>Can you write the word?<br/>Can you write a sentence?</b><br><br>Writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps.<br><br>Daily Bob sentences.<br><br>Handwriting books<br>Drawing Club- Character, Setting, Problem and Setting. Introduction of I wonder sentences. | <b>Squiggle assessment-<br/>Draw self on Passport.</b><br><br>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly.<br><br>Write 2 sentences.<br><br>Daily Bob sentences.<br><br>Handwriting books<br>Drawing Club- Character, Setting, Problem and Setting. I wonder sentences. | <b>GLD Silly Sentences</b><br><br>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.<br><br>Write 2 sentences.<br><br>Daily Bob sentences.<br><br>Handwriting books<br>Drawing Club- I wonder sentences. |

*We will encourage children's independence and decision-making, supporting them to learn through their mistakes.*





# RECEPTION LONG TERM PLAN

| AUTUMN 1  |  | AUTUMN 2   |  | SPRING 1   |  | SPRING 2  |  | SUMMER 1   |  | SUMMER 2  |  |
|---|--|--|--|--|--|---|--|--|--|---|--|
| ALL ABOUT ME!   |  | TRAFFIC TALES!   |  | AMAZING ANIMALS!   |  | PEOPLE THAT HELP US!  |  | COME OUTSIDE!  |  | ON THE MOVE!  |  |
| <p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, ‘<b>have a go</b>’, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p> |  |  |  |  |  |   |  |  |  |   |  |
| <p><b>Early Mathematical Experiences</b></p> <p>Counting rhymes and songs<br/>Classifying objects based on one attribute<br/>Matching equal and unequal sets<br/>Comparing objects and sets. Subatising.<br/>Ordering objects and sets / introduce manipulatives.<br/>Number recognition. 2D Shapes.</p> <p><b>Pattern and early number</b></p> <p>Recognise, describe, copy and extend colour and size patterns<br/>Count and represent the numbers 1 to 3<br/>Estimate and check by counting. Recognise numbers in the environment.</p>   |  | <p><b>Numbers within 3</b></p> <p><b>Representing 1,2,3</b><br/><b>Comparing 1,2,3</b><br/><b>Composition of 1,2,3</b></p> <p><b>Addition and subtraction within 3</b></p> <p>Explore zero<br/>Explore addition and subtraction</p> <p><b>Measures</b></p> <p>Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p><b>Shape and sorting</b></p> <p>Describe, and sort 2-D &amp; 3-D shapes<br/>Describe position accurately<br/>Shapes with 4 sides</p> <p><b>Calendar and time</b></p> <p>Days of the week, seasons<br/>Sequence daily events</p> |  | <p><b>Numbers to 5</b></p> <p>Count to ten objects<br/>Represent, order and explore numbers to 5<br/>One more or fewer, one greater or less<br/>Even and odds</p> <p><b>Addition and subtraction within 10</b></p> <p>Explore addition as counting on and subtraction as taking away</p> <p><b>Measure, shape and spatial thinking</b></p> <p>Compare mass and capacity<br/>Length, height and time<br/>3d-shapes<br/>Patterns</p> |  | <p><b>Building to 10</b></p> <p><b>Comparing numbers to 10</b><br/><b>Number bonds to 10</b></p> <p>Represent, order and explore numbers to ten<br/>One more or fewer, one greater or less<br/>Even and odds</p> <p><b>Grouping and sharing</b></p> <p>Counting and sharing in equal groups<br/>Grouping into fives and tens<br/>Relationship between grouping and sharing</p> <p><b>Doubling and halving</b></p> <p>Doubling and halving &amp; the relationship between them</p> |  | <p><b>Numbers beyond 20</b></p> <p><b>One more one less</b><br/><b>Estimate and count</b><br/><b>Grouping and sharing</b></p> <p><b>Shape and pattern</b></p> <p>Describe and sort 2-D and 3-D shapes<br/>Recognise, complete and create patterns</p> <p><b>Addition and subtraction within 20</b></p> <p>Explore addition and subtraction<br/>Compare two amounts<br/>Relationship between doubling and halving</p> <p><b>Measures</b></p> <p>Describe capacities<br/>Compare volumes<br/>Compare weights<br/>Estimate, compare and order lengths</p> |  | <p><b>Depth of numbers within 20</b></p> <p><b>Consolidation of previous learning and use these skills in problem solving and reasoning.</b></p> <p>Explore numbers and strategies<br/>Recognise and extend patterns<br/>Apply number, shape and measures knowledge spatial reasoning.</p> <p>Count to 100 – rote counting</p> <p>Throughout the year – When looking at the daily calendar refer to two-digit numbers as 10's and 1's</p> |  |
| <p><i>God is grounded in the conviction that every individual is spiritual by nature and therefore possesses incredible capacity for learning and growth.</i></p>   |  |  |  |  |  |   |  |  |  |   |  |



# RECEPTION LONG TERM PLAN

|   | AUTUMN 1   | AUTUMN 2  | SPRING 1  | SPRING 2   | SUMMER 1  | SUMMER 2  |
|---|--|---|---|--|---|---|
| GENERAL THEMES  | ALL ABOUT ME!  | TERRIFIC TALES!   | AMAZING ANIMALS!  | PEOPLE THAT HELP US!   | COME OUTSIDE!   | ON THE MOVE   |
| UNDERSTANDING THE WORLD-<br>PAST AND PRESENT<br><br>PEOPLE AND COMMUNITIES<br><br>THE WORLD | Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.  |   |   |  |   |   |
|   | <ul style="list-style-type: none"><li>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</li><li>Discuss their past. Did they go to Nursery?</li><li>What is special to them? What are you proud of? What do you want to achieve?</li><li>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</li><li>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</li><li>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</li><li>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</li><li>Autumn and how the environment has changed.</li></ul> | <ul style="list-style-type: none"><li>Can talk about what they have done with their families during Christmas' in the past.</li><li>Show photos of how Christmas used to be celebrated in the past.</li><li>Share different cultures versions of famous fairy tales.</li><li>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</li><li>Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.</li></ul> | <ul style="list-style-type: none"><li>Listening to stories and placing events in chronological order.</li><li>What can we do here to take care of animals in the jungle?</li><li>Compare animals from a jungle to those on a farm.</li><li>Explore a range of jungle animals. Learn their names and label their body parts.</li><li>Nocturnal Animals Making sense of different environments and habitats</li><li>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</li><li>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals</li><li>After close observation, draw pictures of the natural world, including animals and plants</li></ul> | <ul style="list-style-type: none"><li>Introduce children to different occupations and how they use transport to help them in their jobs.</li><li>Discuss the past and what these roles looked like and how they look now.</li><li>Share different cultures and what these roles look like in different countries.</li><li>Listening to stories and placing events in chronological order.</li><li>Learn vocabulary linked to roles.</li><li>Visitors in from different settings.</li></ul> | <ul style="list-style-type: none"><li>Long ago – How time has changed. Using cameras.</li><li>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</li><li>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</li><li>Can children make comments on the weather, culture, clothing, housing.</li><li>Change in living things – Changes in the leaves, weather, seasons,</li><li>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.</li><li>Building a 'Bug Hotel' and wormery.</li><li>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</li><li>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</li><li>Look for children incorporating their understanding of the seasons and</li></ul> | <ul style="list-style-type: none"><li>Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.</li><li>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</li><li>Encourage the children to use navigational language.</li><li>Can children talk about their homes and what there is to do near their homes? Heritage week</li><li>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</li><li>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</li><li>Introduce the children to NASA and America.</li><li>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</li><li>Can children differentiate between land and water.</li></ul> |




# RECEPTION LONG TERM PLAN

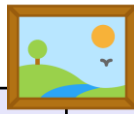
|   | AUTUMN 1  | AUTUMN 2   | SPRING 1  | SPRING 2   | SUMMER 1  | SUMMER 2  |
|---|---|--|---|--|---|---|
| GENERAL THEMES  | ALL ABOUT ME!   | TERRIFIC TALES!  | AMAZING ANIMALS!  | PEOPLE THAT HELP US!   | COME OUTSIDE!   | ON THE MOVE   |
| <b>UNDERSTANDING THE WORLD-</b><br><br><b>RE</b><br><br>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.<br><br>They will begin to understand and value the differences of individuals and groups within their own community.<br><br>Children will have opportunity to develop their emerging moral and cultural awareness.<br><br><b>PAST AND PRESENT PEOPLE AND COMMUNITIES THE WORLD</b> | Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. |  |   |  |   |   |
|   | <b>LAS Unit</b><br><br><b>Myself</b><br><br>(General EYFS - Understanding themselves/bodies/self-control)<br><br>Start with the child then Introduce people who belong to a religious group – Jehovah's Witness. Christian's visiting churches for worship, Muslims community festival, Sikhs helping out at the Gurdwara.<br><br>Exploration generally of how religion is important to people.<br><br><b>My friends</b><br><br><b>ADD IN STORIES</b>   | <b>LAS Unit</b><br><br><b>Special people to me</b><br><br>(General EYFS Family members/friendships in school)<br><br>Significant people in a religious faith<br><br>Introduce prophet Mohammed and Jesus. As well as those important people around the children.<br><br>Special times for me and others<br><br>Birthdays<br><br>Key events in life<br><br>Diwali (fireworks/colour)<br><br>Christmas (nativity play) | <b>LAS Unit</b><br><br><b>Our Special Books</b><br><br>(General EYFS Links to traditional tales/stories)<br><br>Stories from religions – reminder of the nativity<br><br>Focus on the important books for members of a religious group (My First Qur'an Story book', My First Bible)<br><br>How religious people treat their books.<br><br>Jonah & the Whale<br><br>Prophet Muhammed & the Spider | <b>LAS Unit</b><br><br><b>Our Special Things</b><br><br>(General EYFS link to teddy etc)<br><br>Introduce objects that are important to members of a religious group e.g. cross, subha beads, prayer mat etc. Use senses to do this.<br><br><b>VISIT TO THE STUMP</b><br><br>Eid (to be discussed if any Muslim children in class) | <b>LAS Unit</b><br><br><b>Our Special Places</b><br><br>(General EYFS - special places – house beach etc, also make the flower garden - growing)<br><br>Introduce places of worship e.g. church, mosque<br><br><b>My Senses</b><br><br>How can artefacts be used in the place of special place. | <b>LAS Unit</b><br><br><b>Our Beautiful World</b><br><br>(General EYFS - Link with wildflower garden and vegetable patch, pollinators etc.)<br><br>Exploring beliefs about the natural world.<br><br>Christian and Jewish creation story<br><br>What is our duty of care to the natural world?<br><br>How should human beings relate to the natural world. Stewardship – in Christianity and Judaism and every living thing being part of Brahma. |



# RECEPTION LONG TERM PLAN


|   |  |   |   |                                       |   |                                |
|---|--|---|---|---------------------------------------|---|--------------------------------|
|                                   | AUTUMN 1   | AUTUMN 2                                  | SPRING 1  | SPRING 2                              | SUMMER 1                                  | SUMMER 2                       |
| GENERAL THEMES  | ALL ABOUT ME!  | TERRIFIC TALES!                           | AMAZING ANIMALS!  | PEOPLE THAT HELP US!                  | COME OUTSIDE!                             | ON THE MOVE                    |
| UNDERSTANDING THE WORLD-<br><small>PAST AND PRESENT<br/>PEOPLE AND COMMUNITIES<br/>THE WORLD</small><br>GEOGRAPHY | Understanding the world involves guiding children to <b>make sense of their physical world and their community</b> . The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.  |   |   |                                       |   |                                |
|   | Where we live  |   | Our Environment   |                                       | Nature around us                          |                                |
| SCIENCE   | Us, our bodies and senses  | Light and Materials<br>Cooking and Baking | Pets and other animals (habitats)   | How do people use Science to help us? | Planting and growing (farming)            | Transport, movement and forces |
|   |  |   |   |                                       | Baking and Cooking                        |                                |
| HISTORY   | ○ Past and Present<br>○ Talk about past and present events in their own lives and in lives of family members.  |   |   |                                       |   |                                |
| ICT<br><br>SKILLS   | Self-Image and Identity<br>Managing Online Information<br>Copyright and Ownership  |   | Health, wellbeing and lifestyle (January)<br>Privacy and Security (February)<br>Online Bullying (March) |                                       | Online Relationships<br>Online Reputation |                                |
|   | <b>Exploring Technology</b> Experience using a range of technologies such as cameras, photocopiers, CD players, programmable toys etc. throughout the curriculum.<br><b>E-Safety – digital media-</b> Understand that the internet can be used to communicate in different ways. Explain some rules to keep safe on the internet. Understand that not everyone on the internet is a friend and some people are unkind. Understand and explain what to do if there is something you do not like on the internet or it scares you.<br><b>Computing systems and networks-</b> Give examples of information technology and some of the things it can do. Recognise that computers are used to help. Understand that different devices can be used to find the same information.<br><b>Creating media-</b> Record digital content as pictures or video or voice. Create content and say what has been created. Playback videos or voices taken and show pictures.<br><b>Programming – Computer Science-</b> Data and information-Talk about how objects are sorted. Collect data on a topic and explain what it is. Understand that computers are used to help. Recognise the use of repeated instructions. Understand that there are other ways to achieve a goal. |   |   |                                       |   |                                |





# RECEPTION LONG TERM PLAN










|  | AUTUMN 1   | AUTUMN 2   | SPRING 1  | SPRING 2  | SUMMER 1  | SUMMER 2  |
|--|--|--|---|---|---|---|
| GENERAL THEMES   | ALL ABOUT ME!  | TERRIFIC TALES!  | AMAZING ANIMALS!  | PEOPLE THAT HELP US!  | COME OUTSIDE!   | ON THE MOVE   |
| <b>EXPRESSIVE ARTS AND DESIGN</b><br><br><i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i><br><br><i>Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i><br><br><b>Composer of the Term</b><br><br><br><br><i>BEING IMAGINATIVE</i> | The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b> . It is important that children have regular opportunities to <b>engage with the arts</b> , enabling them to explore and play with a wide range of <b>media and materials</b> . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b> . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.<br>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. |  |   |   |   |   |
|  | Drawing  | Collage  | Drawing<br>Matisse – The Snail  | Painting<br>Kandinsky – Circles   | 3D Sculpture<br>Sunflowers Van Gogh   | Printing  |
|  | Self-portraits drawing with paint, junk modelling, take picture of children's creations and record them explaining what they did.<br>Scissors and gluing/connecting skills<br>Loose parts art faces<br>Provide opportunities to work together to develop and realise creative ideas.<br><br><b>Design &amp; Technology Building</b><br>To be able to make imaginative and complex 'small worlds' with blocks and constructions kits, such as city, with different buildings and a park.<br>To be able to explore different materials freely, in order to develop their ideas about how to use them and what to make.<br><br>To be able to develop their own ideas and then decide which materials to use to express them.<br>Join different materials and explore different textures.  | Use different textures and materials to make houses for the three little pigs.<br><br>Character collage group projects.<br><br>Look at Eric Carle for collage and Matisse<br><br>Firework pictures, Christmas decorations, Christmas cards.<br><br>Fire works collage<br><br><b>Design &amp; Technology Building</b><br>Encourage children to encourage features in the natural world defining colours shapes textures and smells.<br>Visit galleries and museums to generate inspiration<br><br>Exploring farm ( Farm trip, Farm resources,) Exploring woods ( trees, leaves ) Town ( looking at the town features) | Animal prints / Designing homes for hibernating animals in a box<br><br>Drawing animals/<br>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using. Oil pastels, pencils, charcoal<br>Making lanterns, Chinese writing, puppet making,<br>Shadow Puppets<br>Matisse – The Snail<br><br><b>Design &amp; Technology Textiles</b><br>To be able to safely use and explore a variety of materials, tools, and techniques., experimenting with colours, design, texture, form and function<br>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. | Mother's Day crafts Easter crafts<br><br>Mixing colours<br><br>Using water colours<br><br>Observational drawing/ painting from a photo.<br>E.g. fire engine<br><br>Drawings/painting of daffodils<br><br>Kandinsky – Circles<br><br><b>Design &amp; Technology Textiles</b><br><br>To be able to share their creations, explaining the process they have used | Make different textures; make patterns using different colours Pastel drawings, printing, patterns, Life cycles Flowers-Sun flowers observational drawings 3D paper flowers Artwork themed around Eric Carle The Seasons – Art.<br><br>Stary night and Sunflowers- Van Gogh<br>Making a clay plant dish.<br><br><b>Design &amp; Technology Cooking and Baking skills</b><br>To be able to define healthy and unhealthy foods.<br>To be able to explain why it is important to eat healthily.<br>To be able to name favourite foods. | Design and make rockets. Design and make objects they may need in space, thinking about form and function.<br><br>Junk modelling, houses, bridges boats and transport.<br><br>Provide children with a range of materials for children to construct with.<br>Father's day- Print tile rockets<br><br><b>Design &amp; Technology Cooking and baking skills</b><br>To be able to hold knife safely to cut ingredients.<br>To be able to prepare ingredients for a simple recipe by chopping and cutting. |
|  | Roleplay home corner to stay all year<br>Exploring sounds and how they can be changed, tapping out of simple rhythms.<br>Provide opportunities to work together to develop and realise creative ideas.<br>Sing call-and-response songs, so that children can echo phrases of songs you sing.<br>Join in with songs; join in with role play games and use resources available for props; build models using construction equipment.<br>Nativity Songs<br><br><b>Charanga Unit: Me! Scarves</b>  | Listen to music and make their own dances in response.<br><br>Christmas songs/poems<br><br>Wiggly Nativity<br><br>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.<br><br>Role Play Party's and Celebrations Role Play of The Nativity<br><br><b>Bespoke Nativity Unit</b>  | Chinese music and composition<br>Learn a traditional African song and dance and perform it / Encourage children to create their own music<br>Music to represent animals<br>Roleplay- Pets add vets<br>To be able to make use of props and materials when role playing characters in narratives and stories<br><br><b>Charanga: My Stories Shakers</b>   | Role play a range of jobs,<br><br><b>Charanga Unit: Everyone!</b><br><br><b>Glockenspiels</b>   | Home Corner role play<br><br>Provide a wide range of props for play which encourage imagination<br><br><b>Charanga unit: Our world Boomwhackers &amp; castanets</b>   | Exploration of other countries – dressing up in different costumes.<br>Retelling familiar stories Creating outer of space pictures<br><br><b>Charanga Unit: Big Bear Funk Untuned percussion</b>  |

# RECEPTION LONG TERM PLAN



## EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

|  COMMUNICATION AND LANGUAGE   |  PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT  |  PHYSICAL DEVELOPMENT   |  LITERACY   |  MATHS  |  UNDERSTANDING THE WORLD   |  EXPRESSIVE ARTS AND DESIGN  |
|---|--|--|--|--|---|---|
| <p><b>ELG: Listening, Attention and Understanding</b></p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> | <p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p> | <p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> | <p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> | <p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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> <p><b>ELG: Numerical Patterns</b></p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | <p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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> |