

Reception Long Term Plan

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	I wonder?	Who am I? What happens in school?	What do people celebrate?	Why is it cold? Who lives where?	What signs of new life can I see?	What is special about where I live?	How can we care for our planet?
	Key Texts Underpin Foundational Knowledge, Opportunities and Experiences.	What makes me a me? Each Peach, Pear Plum I'm (almost) always kind The Squirrels who Squabbled Pumpkin Soup	Tidy The Invisible The Gingerbread Man Stickman Celebrations Around the World	The Gruffalo's Child Luna Loves Art Standing up to Racism Chicken Clicking Mr Wolf's Pancakes Standing up to Racism	Shu Lin's Grandpa The Very Hungry Caterpillar Mrs Noah's Garden Tad Bloom Put Your Records On	Martha Maps it out The Map of Me The Wonder The Dark Bear Shaped	It's a no money day Clean Up! The Story Orchestra: <i>Carnival of the Animals</i> Anansi and the Golden Pot Commotion in the Ocean The Snail and the Whale A Planet Full of Plastic
PRIME AREAS OF LEARNING	Communication & Language	<p><u>Listening, Attention & Understanding.</u> Understand how to listen and why listening is important. - Listen & join in with stories, songs & rhymes with increasing attention. Tune into sounds (rhyme/alliteration/phonics) Understand use of objects & prepositions Understand a question or instruction that has two parts</p> <p><u>Speaking.</u> Learn new vocabulary & use new vocabulary in talk -Understand at least 1000 words. Ask questions Talk in more detail about things of importance to them. Talk in Sentences using more complex language structure Use a range of tenses, talking about past/present - Use talk to begin to explain/offer opinion/individual response Use language of description/retelling when talking about stories. Develop confidence in talking within groups/talk partners/in front of others.</p>		<p><u>Listening, Attention & Understanding.</u> Understand how to listen carefully; why listening is important and be able to do this in various situations. Listen & do for a short span Tune into sounds (daily phonics) Listen to longer stories & answer questions Understand questions; humour; complex language Understand & follow instruction with multiple steps</p> <p><u>Speaking</u> Acquire new vocabulary rapidly Learn rhymes, poems and songs, begin to make up own. Respond to ideas of others in conversation/discussion. Ask questions/make comments Explain Use language of description/retelling when talking about stories. Use longer, well-formed, linked sentences with increasing complex language structure. Use tenses more consistently Use language for a range of purposes Participate in class & group discussions, performances & debates. Hold the interest of the listener</p>		<p><u>Listening, Attention & Understanding.</u> Listen attentively and respond to what they hear with relevant questions, comments and actions in whole class/small group discussions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation in back & forth exchanges</p> <p><u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses. Articulate their ideas and thoughts in well-formed sentences.</p>	
	Personal, Social, Emotional Development	Golden Rules/wider school expectations Marvellous Me- celebrating differences What is Kindness? (Behaviour Matters stories) Feelings of self/others Sharing/Turn taking	Sharing Decision making Forgiveness Empathising Make a difference Feelings of self/others - Who can you trust? Loneliness Celebrating differences	E-Safety - Feelings:- being blamed when it's not your fault; feeling of doing something new; loneliness; expression; empathy Respect different cultures Helping others Being kind Forgiveness Politeness Sharing Understanding Racism	Working together - Being kind and helpful to others Relate to others Celebrating similarities and differences Being honest and telling the truth	Working together to help our world Being a good citizen - If I could change the world.... Acceptance of differences Human Kindness Healthy eating/exercise	SSEM discussions Belonging - Over coming fears/worries - Bravery Happiness Difference in wants & needs Transitions

Reception Long Term Plan

	Physical Development	Gross Motor	Spatial Awareness Use large equipment for a purpose and with control - Invent games with apparatus	Object Control Throwing and Catching	Scooters and bikes Squiggle whilst you wiggle Use large equipment for a purpose to build	Scooters and bikes Squiggle whilst you wiggle Map trails Use large equipment to create a city/street - Moving like animals	Scooters and bikes Squiggle whilst you wiggle Digging Push/Pull large & small vehicles Pathways & control with bikes/scooters	Scooters and bikes Squiggle whilst you wiggle Guided routes (blindfolded) Team games with everyday objects Team games for sports practice
		P.E	<p>Fundamentals - Develop balancing whilst stationary and on the move - Develop running and stopping</p> <p>Develop changing direction</p> <p>Develop jumping and landing Develop hopping and landing with control</p> <p>Explore different ways to travel</p>	<p>Games Work safely and develop running and stopping Develop throwing and learn how to keep score Play games showing an understanding of the different roles within it. Follow instructions and move safely when playing tagging games Work co-operatively and learn to take turns Work with others to play team games</p>	<p>Fundamentals Develop balancing - Develop running and stopping Develop changing direction Develop jumping Develop hopping Explore different ways to travel using equipment Gymnastics - Copy and create shapes with your body Create shapes whilst on apparatus Develop balancing and taking weight on different body parts Develop jumping and landing safely Develop rocking and rolling Copy and create short sequences by linking actions together</p>	<p>Ball Skills Develop rolling a ball to a target Develop stopping a rolling ball Develop accuracy when throwing to a target Develop bouncing and catching a ball Develop dribbling a ball with your feet Develop kicking a ball</p>	<p>Dance Explore different body parts and how they move Explore different body parts and how they move and remember and repeat actions Express and communicate ideas through movement exploring directions and levels Create movements and adapt and perform simple dance patterns Copy and repeat actions showing confidence and imagination Move with control and co-ordination, linking, copying and repeating actions</p>	<p>Games/Sports Day Work safely and develop running and stopping Develop throwing and learn how to keep score Play games showing an understanding of the different roles within it. Follow instructions and move safely when playing tagging games Work co-operatively and learn to take turns Work with others to play team games</p>
		Fine Motor	Morning linked provision activities Dough Disco Drawing with mark making tools Dressing/undressing Movements of pre-writing	Morning linked provision activities Dough Disco Drawing with mark making tools Dressing/undressing Using clay to create	Morning linked provision activities Dough Disco Dressing/undressing Using tweezers to transport different materials Mixing	Morning linked provision activities Dough Disco Dressing/undressing Weaving	Morning linked provision activities Handwriting Using litter pickers Untangling problem solving Planting seeds Use D.I.Y tools	Morning linked provision activities Handwriting Handling tools/torches/materials
	Literacy Reading	<i>Throughout the year, the key texts develop vocabulary, fluency, oracy, drama and enjoyment and engagement of books and reading.</i>						
SPECIFIC AREAS OF LEARNING		<p>Text Types: SSEM/PSED: <i>What makes me a me?</i> Heritage: <i>Each Peach, Pear Plum</i> UW: <i>Pumpkin Soup</i> SSEM/PSED: <i>I'm (almost) always kind</i> PSED: <i>The Squirrels who Squabbled</i></p>	<p>Text Types: PSED: <i>The Invisible</i> Traditional Tale: <i>The Gingerbread Man</i> Non-Fiction/Diversity: <i>Celebrations Around the World</i> PSED/UW: <i>Tidy</i> UW: <i>Stickman</i></p>	<p>Text Types: SSEM/PSED: <i>Chicken Clicking</i> Female Role model: <i>Luna Loves Art</i> SSEM/PSED: <i>Mr Wolf's Pancake</i> SSEM/Diversity: <i>Standing up to Racism</i> UW: <i>The Gruffalo's Child</i></p>	<p>Text Types: Diversity: <i>Shu Lin's Grandpa</i> Curriculum link: <i>Tad</i> Curriculum link: <i>The Very Hungry Caterpillar</i> Female Role model: <i>Mrs Noah's Garden</i> Curriculum link/PSED: <i>Bloom</i> PSED/New Fiction: <i>Put Your Records On</i></p>	<p>Text Types: Curriculum Link: <i>The Map of Me</i> Female Role model/curriculum link: <i>Martha Maps it out</i> PSED: <i>Bear Shaped</i> SSEM: <i>The Dark</i> PSED: <i>The Wonder</i></p>	<p>Text Types: PSED: <i>It's a no money day</i> SSEM: <i>Clean Up!</i> Curriculum Link: <i>The Story Orchestra</i> Female Role model/Diversity: <i>Anansi and the Golden Pot</i> Curriculum link: <i>Commotion in the Ocean</i> Curriculum link/Revisiting Author: <i>The Snail and the Whale</i> Curriculum link: <i>A Planet Full of Plastic</i></p>	

Reception Long Term Plan

		<p>Comprehension - Identify and name characters Describe main characters, setting and events. Character comparison. - Story sequencing - Re-enact a story. Retell a familiar story. Recall & discuss a story. - Understand and compare scenarios/story problems. - Use new vocabulary linked to stories. Rhyming pairs.</p>	<p>Comprehension Describe story setting and characters. Character Empathy. - Know what a traditional tale is. Moral of a story. Story prediction. - Re-tell and sequence a story. Re-enact a story. Roleplaying characters. - Ask questions about the book. Understand the differences between fiction and non-fiction texts. Understand that nonfiction books are true and can be read in any order.</p>	<p>Comprehension Rhyming words Describe the story setting and characters. Story prediction. - Re-tell and sequence a story. Re-enact a story. Roleplaying characters. Freeze frame. -Environmental print Knows that information can be retrieved from books, computers and mobile devices. Know a range of well-known fairy tales nursery rhymes and characters Traditional tales - Character/scenario comparisons</p>	<p>Comprehension Relate to characters and settings in a story. - Know what a traditional tale is. Recognise a wide range of environmental print. - Knows that information can be retrieved from books, computers and mobile devices. Make comparisons with themselves and the characters/scenarios in the story Describe story setting and characters.</p>	<p>Comprehension - Recall simple facts. Re-tell a story. Engage in extended conversations about stories. Explain the meaning of new complex vocabulary.</p>	<p>Comprehension -Describe main story settings, events and characters in increasing detail. Recall and discuss information. Engage in extended conversations about stories.</p>						
	Literacy Writing	<ul style="list-style-type: none"> - Name writing - Descriptions (scribing) - Story maps - Letters (Shared writing) 	<ul style="list-style-type: none"> - Descriptions (scribing) - Story maps - Lists - Telling own stories - Cards 	<ul style="list-style-type: none"> - Descriptions - Shopping lists - Posters 	<ul style="list-style-type: none"> - Letters - Labels - Lists - Posters - Descriptions 	<ul style="list-style-type: none"> - Letter/Messages - Poster - Facts - Labels - Simple sentence 	<ul style="list-style-type: none"> - Description - Label - Poster - List - Thank you cards - Simple sentence 						
	Literacy Phonics	Read Write Inc.											
	Maths White Rose Maths	Baseline - Getting to know you	Match, sort & compare Measures & Patterns	It's me 1, 2, 3 Circle and triangles	1, 2, 3, 4, 5 Shapes with 4 sides	Alive in 5 Mass and Capacity	Growing 6, 7, 8	Length, height and time	Building 9 and 10 Explore 3D shapes	To 20 and beyond How many now? Manipulate, compose and decompose	Sharing and Grouping	Visualise, build and map	Make connections Consolidation
	Understanding the World	P&P	All About Me (Recap changes from birth) Seasons - Autumn	How have you celebrated things in the past? (Halloween/Christmas/Birthdays/Christenings/Diwali/Eid/New Year) Seasons - Winter	Seasons - Winter Shrove Tuesday	-Seasons Winter to Spring Noah's Ark Mythical animals Extinct animals - Changes within living memory (life cycle)	Seaside now & then	Day/night - Seasonal Change -Autumn-Summer Environmental change - Changes in cost of living					

Reception Long Term Plan

		P,C&C	Uniqueness of self - Compare themselves with others Explore differences in people Acceptance of others My home & comparisons Forest	Explore and discuss celebrations/Religions around the world; Halloween, Bonfire Night, Diwali, Christmas, Eid. - What & how does your family celebrate? - Raising money Comparison of others Racism - Comparison of countryside to cities - Celebrations around the world Using a globe/looking at a world map	Different families, same love Chinese New Year Where is China, locate on globe/map Animals from around the world	Our community Continents Features of maps - Flooding in parts of the world	The Beach The Sea Our village What is an island? Litter picking Simple maps Using a globe/looking at a world map	- Differences in the home/living - Poverty Foodbanks/donate/make a foodbank. Understand poverty - How to look after our local environment Maps- locate Ghana
		TW	Notice & talk about the weather Exploring materials (waterproof) Hibernation Seasonal Change-Autumn	Notice & talk about the weather/change in seasons. Where do animals live – habitats What is on a farm? Sensory activities (smell) Animals habitats	Notice & talk about the weather/change in season What the internet is used for Online safety Stranger danger	Notice & talk about the weather Life cycle of a butterfly Life cycle of a frog. What is a pond? Planting seeds Parts of a plant	Notice & talk about the weather Explore & investigate light & sound - Shadows	Day and night Seasonal differences - Recycling materials - Recycling and helping the world The Wider World (Space, The solar system, different countries) - Plastic Pollution Environmental issues
	Expressive Art & Design	Music	Music Express	Music Express	Music Express	- Music Express	Music Express	Music Express
		EAD	Access Art What can we see? Collecting, Arranging, Drawing *Favourite colours *Favourite things *Observational drawings	Access Art How can we explore colour? Collaging with Wax Crayon Rubbings *Mark making *Dexterity	Access Art How can we build worlds? *Using their imagination *Collage *Folding	Access Art How can we explore materials & marks? Printing and collage *Mark-Making *Pens, pencils, charcoal Listening	Access Art How can we explore 3d materials? Repeat Pattern Printing Roller *Dexterity *Fine motor skills *Hand – eye coordination	Access Art How can we use our bodies to make art? To Colour... *Colour and senses *What does colour smell like?
			- Drawing- selfportraits/Draw to music/Draw story characters/Drawing/ Design using imagination - Painting – printing - Collage-wax crayons rubbings Junk modelling- mini worlds/pine cone trees Baking	Drawing – observational drawings/Self-portraits/Rangoli patterns - Painting –Printing/colour mixing/sunrise/bonfire pictures Powder Paint – Rangoli patterns Junk modelling – famous landmarks Carve pumpkins - Sculpting Clay - Diva lamps Baking (Gingerbread Men)	Sketching Drawing using different tools Paintbrush strokes (fast/slow/smooth etc.) - Collage – dragons/magic pots Watercolour Looking at Chinese art Cultural painting/drawing - Junk modelling – mini worlds/shops/houses Making pancakes	Drawing to represent different moods Designing a garden - Junk modelling – create an arc/musical instruments - Sketching jungles Exploring work of artists Weaving materials Create small world	*Colour mixing *Curiosity *Printing Junk Modelling recycling plastic. Observational drawing - Printing-vehicle wheels/pattern (hives) Designing	*What does colour taste like? *Colour and movement Junk Modellingimagination Large/intricate Loose Parts Art Shadow Puppets - Painting to represent a scene/story. Beach/Nature art
	Enrichme it		Harvest Festival Woodland walk	Remembrance Day Christmas Dinner Christmas Nativity	Internet Safety Day	World Book Day Easter	Visit to the Beach Visit to the park	Hold a No-Money day * Visit a foodbank & make own. Transition