

## Reception Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Focus Theme</b>	<b>Me and My Community</b>	<b>Sparkle and Shine</b>	<b>Winter Wonderland</b>	<b>Once Upon a Time</b>	<b>Sunshine and Sunflowers</b>	<b>Big Wide World</b>
<b>Engage</b> <b>Enrichment opportunities</b>	<p>Visitors from local emergency services</p> <p>Visit to a local farm or supermarket</p> <p>Making butter</p> <p>Autumn walk</p> <p>Harvest - visit to local Church</p>	<p>Diwali</p> <p>Bonfire night</p> <p>Remembrance Day</p> <p>Children in Need</p> <p>Nativity Performance</p> <p>Christmas</p>	<p>Winter walk</p> <p>Bird watching and making of bird feeders</p> <p>Ice exploration</p> <p>Ice painting and experiments with salt</p>	<p>Experience a fairy tale</p> <p>reading den</p> <p>Arrange for the children to watch a virtual or live pantomime based on a familiar fairy tale</p> <p>World Book Day</p> <p>Easter</p>	<p>Local walk or visit to a park</p> <p>Teddy Bear's picnic</p> <p>Visit from a local horticultural grower</p> <p>Sunshine walk exploring shadows</p> <p>Spring Walk</p> <p>Mother's Day</p>	<p>Journeying around school grounds on bikes, scooters or trikes</p> <p>Father's Day</p> <p>Visit for the children to see their Year 1 classroom and teachers</p> <p>Sports Day</p>
<b>Home learning activities</b>	<p>Look at family photographs together and discuss family and extended family.</p> <p>Look at baby photographs and talk about how they have grown.</p> <p>Go on a walk around your</p>	<p>Go on a short walk after dark or go into the garden. Take a torch to light the way. Discuss how things look different in the dark</p> <p>Experience fireworks at a safe, organised firework event or with family.</p> <p>Discuss and practice any songs or lines for the Christmas productions</p>	<p>Go on a winter walk and talk about how the environment has changed since the summer months.</p> <p>Leave water out in a shallow container overnight on a cold night and</p>	<p>Read traditional stories and fairy tales to your child.</p> <p>Visit your local library and choose picture books to share.</p> <p>Talk about the characters in stories and whether they</p>	<p>Grow some quick growing plants together, such as salad leaves, radishes or cress.</p> <p>Plan and go on a picnic.</p> <p>Go on a local walk and talk about the changes that have happened to living things throughout the year</p>	<p>Talk about places around the world you have visited, or places that family members or friends live and talk about ways to travel.</p> <p>Encourage your child to talk about their favourite learning experiences</p>

	<p>local area and talk about what happens to trees and plants during autumn.</p> <p>Collect leaves, seeds, nuts and berries to add to an autumn collection.</p>		see if the water freezes.	like or dislike them..		<p>from the year and their successes and achievements. Talk about change and encourage your child to explain what they are looking forward to when they move into Year 1.</p>
<b>Language Rich Books</b>	<p>Five Minutes Peace</p> <p>Once There Were Giants</p> <p>People who Help Us</p> <p>Jolly Postman</p> <p>Farmer Ted</p> <p>We are all Different</p> <p>The Rainbow Fish</p> <p>Things I like</p>	<p>Owl Babies</p> <p>How to Catch a Star</p> <p>The Way Back Home</p> <p>Can't you Sleep Baby Bear?</p> <p>All about Diwali</p> <p>All Kinds of People</p> <p>The Feelings Book</p> <p>The Christmas Story</p>	<p>The Big Freeze</p> <p>Penguin and Pinecone</p> <p>The Gruffalo's Child</p> <p>One Snowy Night</p> <p>Not a Box</p>	<p>There is no Dragon in this Story</p> <p>Goldilocks and the Three Bears</p> <p>Little Red Riding Hood</p> <p>The Three Billy Goat Gruff</p> <p>Cinderella</p> <p>Mr Wolf's Pancakes</p> <p>The Easter Story</p>	<p>The Little Gardener</p> <p>Errol's Garden</p> <p>My Butterfly Bouquet</p> <p>The Tiny Seed</p> <p>The Very Hungry Caterpillar</p> <p>The Foggy Foggy Forest</p> <p><i>This is me</i> (exploring disabilities)</p>	<p>Baby Goes to Market</p> <p>Our World - A First Book of Geography</p> <p><i>All Are Welcome</i></p> <p>Under the Same Sky</p> <p>Clean Up</p>
<b>Nursery Rhymes</b>	<p><i>5 little speckled frogs</i></p> <p><i>One elephant went out to play</i></p> <p><i>Here is the Beehive</i></p> <p><i>One little finger</i></p>	<p><i>1,2,3,4,5 once I caught a fish</i></p> <p><i>Zoom Zoom Zoom</i></p> <p><i>Miss Polly had a Dolly</i></p>	<p>Snowflake, snowflake</p> <p>5 little Snowmen</p> <p><i>Queen of Hearts</i></p> <p><i>Horsey Horsey</i></p> <p><i>One, Two</i></p> <p><i>Buckle my shoe</i></p>	<p>When Goldilocks went to the house of the bears</p> <p><i>Little Bo Peep</i></p> <p><i>Mary, Mary</i></p> <p><i>10 Fat Sausages</i></p> <p><i>Mary had a Little Lamb</i></p>	<p><i>Mr Sun</i></p> <p><i>10 Little Monkeys</i></p> <p><i>10 in the bed</i></p> <p><i>Wiggly Woo</i></p> <p><i>Ants go Marching</i></p>	<p><i>A Sailor went to Sea</i></p> <p><i>Over the Irish Sea</i></p> <p><i>10 Green Bottles</i></p>

**Prime Areas**

<p><b><u>Communication &amp; Language</u></b></p> <p>Listening, Attention &amp; Understanding</p> <p>Speaking</p>	<p><i>Join in with appropriate group activities</i></p> <p><i>Follow simple directions</i></p> <p><i>Participate in simple, motivating games</i></p> <p><i>Use language to imagine and recreate roles within play.</i></p>	<p><i>Maintain attention using active listening skills</i></p> <p><i>Follow simple instructions well</i></p> <p><i>Responds to a peers request</i></p> <p><i>Learn and use new words from familiar stories</i></p> <p><i>Begin to answer 'How' questions</i></p>	<p><i>Pay attention to peer and adult conversation and respond appropriately</i></p> <p><i>Show attentive listening skills</i></p> <p><i>Introduce a storyline into their play</i></p>	<p><i>Begin to understand why it is important to listen</i></p> <p><i>Can offer explanations to demonstrate their understanding</i></p> <p><i>Begin to answer 'why' questions appropriately</i></p>	<p><i>Respond, question and make comments related to stories.</i></p> <p><i>Engage in conversations that interest them</i></p> <p><i>Understand and respond to 'how' and 'why' questions</i></p>	<p><i>Respond, question and make comments related to stories and class discussions.</i></p> <p><i>Ask questions to clarify understanding</i></p> <p><i>Hold conversations with peers and teachers using full sentences, correct use of tenses and conjunctions with support.</i></p>
<p><b><u>Physical Development</u></b></p> <p>Gross Motor Skills</p> <p>Fine Motor Skills</p>	<p>Fundamental Movement Skills (running, jumping, throwing, catching)</p> <p>Using equipment safely</p> <p>Use of scissors</p>	<p>Dance (movement &amp; expression)</p> <p>Experiment use tools to change materials</p> <p>Develop pincer grip</p>	<p>Gymnastics (balance, shapes, travel)</p> <p>Handle objects safely</p>	<p>Ball Skills (rolling, kicking, bouncing)</p> <p>Use tools with control</p>	<p>Athletics (running, jumping, personal bests)</p> <p>Use tools with control and intention</p> <p>Understand health and exercise</p>	<p>Team Games (cooperation &amp; simple rules)</p> <p>Effectively use tripod grip when writing.</p> <p>Know the impact of exercise, healthy eating &amp; hygiene</p>

	Manipulating dough using hands and tools					
<u>Personal, Social &amp; Emotional Development</u> Self-Regulation Building Relationships Managing Self	<p style="text-align: center;">To build on and allow opportunities for children to...</p> <ul style="list-style-type: none"> <li>- see themselves as a valuable individual</li> <li>- build constructive and respectful relationships</li> <li>- express their feelings and consider the feelings of others</li> <li>- show resilience and perseverance in the face of challenge</li> <li>- identify and moderate their own feelings socially and emotionally</li> <li>- think about the perspectives of others</li> <li>- manage their own needs and personal hygiene</li> <li>- know and talk about the different factors that support their health and wellbeing - regular physical activity, healthy eating, toothbrushing, sensible amount of screen time, having a good sleep routine and being a safe pedestrian.</li> </ul>					
<u>Personal, Social &amp; Emotional Development</u> <u>My Happy Mind</u>	<b>Meet Your Brain</b>  Children learn that their brain is an organ and that it has many functions. They learn that the brain controls most of what we do. Children learn that they can choose what to focus their mind on, and recognise that concentrating on learning something new helps their brain remember and grow.	<b>Celebrate - Character Strengths</b>  Children learn that we all have different character strengths. Children think about what makes them unique. They will recognise that we all have different characters and this is something to celebrate!	<b>Appreciate</b>  Children will recognise the importance of gratitude. The Wheel of Gratitude - thinking about the types of gratitude that children should try to take the time to notice: Ourselves - building self-esteem. By continuing to focus on Character strengths. Others - children are encouraged to stop and reflect on who in	<b>Relate</b>  Children will know the importance of being able to relate to and get along with others in order to have positive relationships. Children will build active listening skills to ensure that they understand other points of view.	<b>Engage</b>  Children set Big Dream Goals. Big Dream Goals are goals that the children are passionate about and that are important to them. The children then use the goal-setting framework which is: Set a clear goal Describe key actions Identify any help they may need.	<b>My Happy Body Relationships My Happy Body</b>  Children will manage their own personal hygiene needs and talk about factors that support their health. Children will continue to develop positive attitudes about the difference between people. Children will see themselves

			their lives they appreciate and why.			as a valuable individual.
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*Specific Areas*

<p><u>Literacy</u></p> <p>Comprehension</p> <p>Word Reading</p> <p>Writing</p>	<p><i>Listen to an increased range of fiction and non-fiction books.</i></p> <p><i>Describes Characters and Events.</i></p> <p><i>Recite simple rhymes</i></p> <p><i>Oral blending and Segmenting</i></p> <p><i>Read words consistent with their phonic knowledge.</i></p> <p><i>Attempt to write their name.</i></p>	<p><i>Discuss &amp; re-enact familiar stories through actions and role play</i></p> <p><i>Recite rhymes and songs</i></p> <p><i>Read words consistent with their phonic knowledge including tricky words.</i></p> <p><i>Attempt to use letters to represent words.</i></p> <p><i>Write their name with correct letter formation</i></p>	<p><i>Sequence familiar stories using key events.</i></p> <p><i>Recite rhymes and songs</i></p> <p><i>Attempt to write VC/CVC words. Begin looking at putting 2-3 words together using tricky words.</i></p>	<p><i>Tell a story to another person using books and images</i></p> <p><i>Recite a range of simple rhymes and songs</i></p> <p><i>Form all letters of the alphabet</i></p> <p><i>Write VC/CVC words that can be read by others.</i></p>	<p><i>Make a prediction based on events of a story so far.</i></p> <p><i>Attempt to write a short simple sentence.</i></p>	<p><i>Retell stories using their own words and recently introduced vocabulary.</i></p> <p><i>Write simple phrases and sentences that can be read by others, attempting a capital letter, finger space and full stop. Form most letters correctly.</i></p>
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<p><u>Phonics</u></p> <p>Bug Club Phonics</p>	<p><u>Phase 2</u></p> <p>s a t p i n m d g o c k</p> <p>the</p>	<p><u>Phase 2</u></p> <p>ck e u r h b f f f l l s s</p> <p>I the go to no into</p>	<p><u>Phase 3</u></p> <p>j v w x y z z z qu ch sh th ng</p> <p>he she we be me was my you they</p>	<p><u>Phase 3</u></p> <p>ai ee igh oa oo oo ar or</p> <p>her all are like said when have one</p>	<p><u>Phase 3</u></p> <p>ur ow oi ear air ure er</p> <p>come do so were some there out little what</p>	<p><u>Phase 4</u></p> <p>Oral blending and segmenting, blending for reading and segmenting for spelling using adjacent consonants within CVCC, CCV, CCVC, CCVCC, CCCVC, CCCVCC word combinations</p>
<p><u>Mathematics</u></p> <p>Number</p> <p>Numerical Patterns</p>	<p>Match and Sort</p> <p>Compare Amounts</p> <p>Compare size, mass &amp; capacity</p> <p>Exploring patterns</p>	<p>Representing 1,2,3</p> <p>Comparing 1,2,3</p> <p>Composition of 1,2,3</p> <p>Circles and Triangles</p> <p>Positional Language</p> <p>Representing number to 5</p> <p>One more and less</p> <p>Shapes with 4 sides</p> <p>Time</p>	<p>Introducing 0</p> <p>Comparing number to 5</p> <p>Composition of 4 and 5</p> <p>Compare mass</p> <p>Compare capacity</p> <p>6, 7, 8</p> <p>Comparing 2 amounts</p> <p>Making pairs</p>	<p>Length and Height</p> <p>Time</p> <p>9 &amp; 10</p> <p>Comparing numbers to 10</p> <p>Bonds to 10</p> <p>3D shapes</p> <p>Spatial Awareness</p> <p>Patterns</p>	<p>Building numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning - Match, rotate and manipulate</p> <p>Adding more</p> <p>Taking away</p> <p>Spatial Reasoning - Compose and decompose</p>	<p>Doubling</p> <p>Sharing and Grouping</p> <p>Even and Odd</p> <p>Spatial Awareness - Visualise and Build</p> <p>Deepening understanding patterns and relationships</p> <p>Spatial Reasoning - Mapping</p>
<p><u>Knowledge and Understanding the World</u></p> <p>Cornerstones</p> <p>Past and Present (History)</p>	<p>Understand how families are unique and different. Explore their own family past and present.</p>	<p>Continue to develop positive attitudes about differences, focusing on traditions of Diwali and where they originated from. To learn and recall the historic story of Christmas.</p>		<p>Explore pictures of present and past kings, queens, princesses compare them to kings, queens, princes and princesses they have seen in our fairy tale stories.</p>	<p>Reflect on past experiences being in the sun and ways they have learnt to stay safe</p>	<p>Understand how people in history are significant because they did important things that changed the world or how we live.</p>

				Know that fairy tales were told a long long time ago		
<u>People, Culture &amp; Communities</u>  (Geography)	Find out about people in the community who help us, including doctors, nurses, and the emergency services..	Continue to develop positive attitudes about differences, focusing on Diwali and the celebration of Christmas	Explore places in the world where it is cold and snowy all the time.	To explore the locations and environments fairy tales are set in - forests/woods. To explore features of these environments.		Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world. Explore ways to care for the environment. For example, rubbish needs to be put in the bin
<u>People, Culture &amp; Communities</u>  (RE)	<b>Special times:</b>  Harvest, Eid, Diwali, Christmas <b>Christianity, Hindu dharma, Islam</b>		<b>Special Stories</b>  The Qur'an and the Bible <b>Christianity, Islam</b>		<b>Our Special World:</b>  <b>Judaism, Christianity, Islam</b>	
<u>The Natural World</u>  (Science)	Explore hand encourage the children to talk about how they have changed since they were a baby.	Talk about some of the things that they have observed using simple scientific vocabulary - light and dark Explore differences between materials e.g. to talk, experience and sort things that are shiny	Talk about some of the things that they have observed using simple scientific vocabulary. Ice-water Makes simple comparisons between objects and materials, such as bigger and smaller, and softer and harder.		<i>Describe and record how weather changes as the <b>seasons</b> change.</i> With support, observe, record and talk about materials and living things <b>Name and describe basic features of plants flowers..</b>	Use simple scientific vocabulary to describe key features of the world around them. With support, observe, record and talk about materials and living things.
<u>Expressive Arts &amp; Design</u>	Family portraits using a variety of artistic effects to	Joining different resources to create pictures e.g using shiny materials. Creating Christmas cards	.Create collaboratively, sharing ideas, resources and	Exploring textures-, making porridge, planning and preparing a	<i>Use natural materials and loose parts to make 2-D and 3-D art.</i>	<i>Select appropriate materials when</i>

<p><b>Creating with Materials (Art &amp; DT)</b></p>	<p>express their feelings and ideas. To develop their own ideas about how to express them.</p>		<p>skills - using ice, paints and salt - painting with ice cubes</p>	<p>picnic. Talking about and representing their ideas through their creations.</p>	<p><i>Select appropriate materials when constructing and making flowers or own ideas.</i></p>	<p><i>constructing and making.</i></p> <p>Adapt and refine their work as they are constructing and making. Describe what, why and how something was made and compare with others.</p>
<p><b><u>Being Imaginative &amp; Expressive</u></b> (Music)</p>	<p><b><i>Charanga Music Scheme: Unit 1 Me!</i></b></p> <p>Join in with repeated refrains and phrases when being read to.</p> <p>Sing songs and rhymes as part of a larger group.</p>	<p><b><i>Charanga Music Scheme: Unit 2 My Stories</i></b></p> <p>Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.</p> <p>Learn and sing songs and rhymes as part of a larger group.</p>	<p><b><i>Charanga Music Scheme: Unit 3 Everyone</i></b></p> <p>Remember and sing well known rhymes and songs in a small group.</p> <p>Plays along to the beat of the song.</p>	<p><b><i>Charanga Music Scheme: Unit 4 Our World</i></b></p> <p>Join in with repeated refrains and phrases in rhymes, songs and stories, paying attention to how they sound.</p>	<p><b><i>Charanga Music Scheme: Unit 5 Big Bear Funk</i></b></p> <p>Listen to a variety of music and talk about how it makes them feel.</p> <p>Explore and engage in music making and dance, performing solo or in groups</p>	<p><b><i>Charanga Music: Unit 6 Reflect, Rewind and Replay</i></b></p> <p>Sing songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.</p>