



Reception Long Term Plan

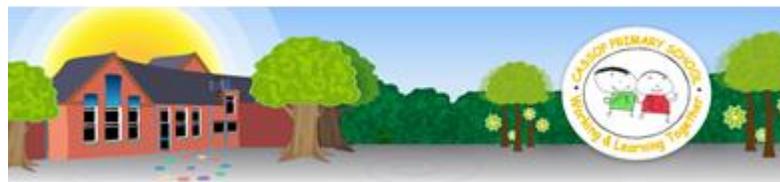
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ Topics	Magical Me! Autumn/Harvest Halloween/Diwali	Traditional Fairy Tales/Space. Bonfire night Hanukka /Christmas Space	Winter. Chinese Spring Festival Pancake Tuesday	Dinosaurs. Passover Easter	Plants. Vesak Shavuot	Mini beasts / Superheroes
English	Speaking and listening Letter formation Name writing Labels Re-telling a story	Labels Lists Sequencing a story Letter formation	Story writing Sequencing Rhyming strings Speech bubbles	Fact Writing Story writing – writing a three-part story.	Story writing Sequencing Recount	Story writing Sequencing Recount Fact writing
Phonics	Essential Letters and sounds Phase 1 (3weeks) Phase 2- develop oral blending and segmenting of sounds in words Phase 1 (3weeks) Phase 2 - Set 1: s, a, t,p Set 2: i, n, m, d Set 3: g, o, c, k. Set 4: ck, e, u, r	Practise grapheme recognition (for reading) and recall (for spelling). To learn tricky words, he, she, we, me, be Phase 2 Set 5: h, b, f, ff, l, ll, ss Phase 3 Set 6: j, v, w, x Set 7: y, z, zz, qu Consonant digraphs: ch, sh, th, ng	Phase 3 of ELS covers more than just the Phase 3 graphemes – we introduce some challenge from Phase 4 (in the form of adjacent consonants) alongside the Phase 3 teaching to extend children’s sounding out and blending skills. Vowel digraphs: /ar/ /ur/ /oo/ (food) /or//ow/ /oi/ /ear/ /air//ure/ /er/ /oa/	Revise all graphemes we have covered so far. New HRS words – Said, so, have, were, out, like, some, come, there, little, one, do, children, love.	Phase 4–ed /ed/ Phase 4:1 –Teaching of new word structure to include CVCC Build vocabulary and consolidate reading of words with adjacent consonants. Teach compound words. Phase 4:1 CVCC Phase 4:2 CCVC Phase 4: 3 CCVCC Phase 4. 4 CCCVCC Phase 4. 5 CCCVCC	Introduction to Phase 5 /ay / /ou/ /ie / / ea/ /oy /ir/ /ue/ /aw/ /wh/ /ph/ /ew/ /oe/ /au/ /ey/ /a-e/ /e-e/ /i-e/ /o-e/ /u-e/ Soft c



Core reading	<p>Do you like? It's Ok to be Different. My Mum/My Dad. My Mum and Dad make me laugh. Leaf Man. Going on a Bear Hunt. Don't Hog the Hedge The Enormous Turnip.</p>	<p>Goldilocks and the Three Bears The Three Little Pigs Billy Goats Gruff The story of Rama and Sita Whatever Next Aliens Love Underpants Here Come the Aliens The Jolly Postman Stickman Dear Santa</p>	<p>Owl babies The Owl who was Afraid of the Dark One Snowy Night Custard the Dragon The Dragon Machine The Little Red Hen The Gingerbread Man Mr Wolf's Pancakes</p>	<p>Dinosaur Roar Dinosaur Drip Owls and Dinosaurs Dinosaur Facts The Dirty Great Dinosaur Whose Egg? Wakey, Wakey! The Ugly Duckling.</p>	<p>Jack and the Beanstalk Jaspers Beanstalk The Tiny Seed Oliver's Vegetables Oliver's Fruit Salad Grandpa's Garden Jim and the Beanstalk</p>	<p>The Hungry Caterpillar Tadpoles Promise Super worm My Mum is Super Mum Super Tato Superhero ABC Super Daisy</p>
Non-Fictio	Children are introduced to a range of non-fiction texts to match the topics that we cover throughout the year.					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



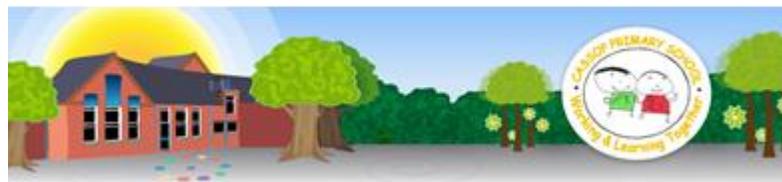
Maths	<p>Baseline White Rose Maths Getting to know you Just like me, Subitising</p> <p>Perceptual subitising 1 and 2, describing spatial patterns with 3 dots, represent quantities on their fingers in different ways, Identify sub groups of 1, 2 and 3 within larger arrangements create their own patterns for numbers within 4 practise using their fingers to represent quantities which they can subitise experience subitising in a range of contexts, including temporal patterns made by sounds.</p> <p>Counting, cardinality and ordinality</p> <p>relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set have a wide range of opportunities to develop their knowledge of the counting sequence, including through rhyme and song have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting</p>	<p>White Rose Maths It's me 1,2,3, Light and Dark. Composition</p> <p>explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot explore the composition of numbers within 5.</p> <p>Subitising</p> <p>continue from first half-term subitise within 5, perceptually and conceptually, depending on the arrangements</p> <p>Comparison</p> <p>compare sets using a variety of strategies, including 'just by looking', by subitising and by matching compare sets by matching, seeing that when every object in a set can be matched to one in the other set, they contain the same number and are equal amounts.</p> <p>Counting, Ordinality & Cardinality</p>	<p>White Rose Maths Alive in 5 Growing 6,7 and 8 Subitising</p> <p>increase confidence in subitising by continuing to explore patterns within 5, including structured and random arrangements explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part experience patterns which show a small group and '1 more' continue to match arrangements to finger patterns</p> <p>Comparison</p> <p>continue to compare sets using the language of comparison, and play games which involve comparing sets continue to compare sets by matching,</p>	<p>White Rose Maths in 5 Growing 6,7 and 8 Building 9 and 10 Subitising</p> <p>explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.</p> <p>Composition</p> <p>explore the composition of odd and even numbers, looking at the 'shape' of these numbers begin to link even numbers to doubles begin to explore the composition of numbers within 10.</p> <p>Comparison</p> <p>compare numbers, reasoning about which is more, using both an understanding of the 'howmanyness' of a number, and its position in the number system.</p> <p>Counting, Ordinality & Cardinality continue to consolidate their understanding of cardinality, working with larger numbers within 10</p>	<p>White Rose Maths To 20 and Beyond First, then, last.</p> <p>Building numbers beyond 10 Reciting Patterns beyond 10</p> <p>Composition</p> <p>explore the composition of odd and even numbers, looking at the 'shape' of these numbers · begin to link even numbers to doubles · begin to explore the composition of numbers within 10.</p> <p>Counting, Ordinality & Cardinality</p> <p>explore the composition of 10. continue to develop verbal counting to 20 and beyond, including counting from different starting numbers · continue to develop confidence and accuracy in both verbal and object counting</p> <p>Subitising continue to practise increasingly familiar subitising arrangements, including those which expose '1 more' or 'doubles' patterns · use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or when patterns are similar but have a different number · subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5</p>	<p>White Rose Maths Find my Pattern On the move</p> <p>In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of contexts and with different numbers.</p>
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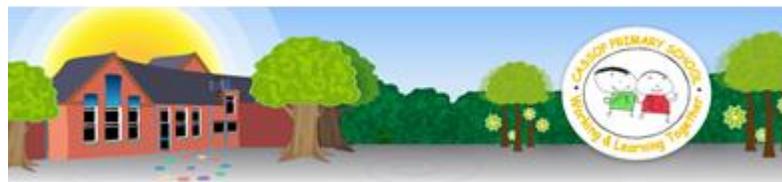
	<p>have opportunities to develop an understanding that anything can be counted, including actions and sounds explore a range of strategies which support accurate counting. Composition see that all numbers can be made of 1s compose their own collections within 4 Comparison understand that sets can be compared according to a range of attributes, including by their numerosity use the language of comparison, including 'more than' and 'fewer than' compare sets 'just by looking'.</p>	<p>continue to develop their counting skills explore the cardinality of 5, linking this to dice patterns and 5 fingers on 1 hand begin to count beyond 5 begin to recognise numerals, relating these to quantities they can subitise and count</p>	<p>identifying when sets are equal explore ways of making unequal sets equal. Counting, Ordinality & Cardinality continue to develop verbal counting to 20 and beyond continue to develop object counting skills, using a range of strategies to develop accuracy continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10 order numbers, linking cardinal and ordinal representations of number</p>	<p>become more familiar with the counting pattern beyond 20.</p>	<p>and 10 · be encouraged to identify when it is appropriate to count and when groups can be subitised.</p>	
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Communication and Language	<p><u>Communication and Language</u></p> <ul style="list-style-type: none"> • Maintains attention, concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. <ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • Uses language to imagine and recreate roles and experiences in play situations. • Links statements and sticks to a main theme or intention. • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play. <p>Throughout the year children will be given opportunities to: Act out key stories in groups using props and pictures Act out stories without props and pictures Use talk partners Access role play areas that are changed regularly to reflect the interests of children Play a listening and attention games with the children. Place a number of themed objects on a tray and cover with a blanket. Ask the children to guess how many there are, then double check by counting. Then remove one of the objects, can they say which one has been removed.</p>				<p>ELG: Listening, Attention and Understanding Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>ELG: Speaking Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas 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>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



PSED	<p><u>PSED</u></p> <ul style="list-style-type: none"> • Initiates conversations, attends to and takes account of what others say. • Explains own knowledge and understanding, and asks appropriate questions of others. • Takes steps to resolve conflicts with other children, e.g. finding a compromise. • Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities. • Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. • Aware of the boundaries set, and of behavioural expectations in the setting. • Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. 	<p>ELG: Self-Regulation Children at the expected level of development will: - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>ELG: Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships Children at the expected level of development will: - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.</p>
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<p>Getting to know each other – how we play together; speak in a familiar group</p> <p>Rules of the classroom/ outside Listening to others, taking turns; show how we look at the person who is speaking Discuss our rights as rights respecting school. Create a class charter.</p> <p>Talk about harvest as time to say thank you for food; Talk about fruits and berries.</p>	<p>Guy Fawkes – keeping safe</p> <p>Circle time with Ginger – discuss how Ginger might feel in different situations. How can we help Ginger?</p> <p>Advent – what the word means</p>	<p>Talk about what happens when they fall over and hurt themselves / or their friend?</p> <p>Encourage children to talk with each other about similarities and differences in their experiences and the reasons for these</p> <p>Understand what is right, what is wrong and why.</p> <p>Praise positive behaviour</p>	<p>How can we look after our friends?</p> <p>Read the story ‘The Rainbow Fish’ and use it as a prompt to discuss how the rainbow fish behaved. Why might he have behaved the way he did? How might the other fish have felt? How might the Rainbow Fish have felt once he began to share his scales?</p>	<p>Invite Mr Taylor to talk to the children about his job. Discuss how we can help him.</p> <p>During circle time, talk about all the little ways that we can be kind and helpful. Share and praise some examples of helpful behaviour with the whole group.</p>	<p>Looking after living things</p> <p>Encourage children to share their experiences of minibeasts and which minibeasts they like to see.</p> <p>Talk to the children about caring for minibeasts and wildlife around us.</p> <p>Build a minibeast hotel. Encourage the children to look after and care for minibeasts they find.</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Physical development

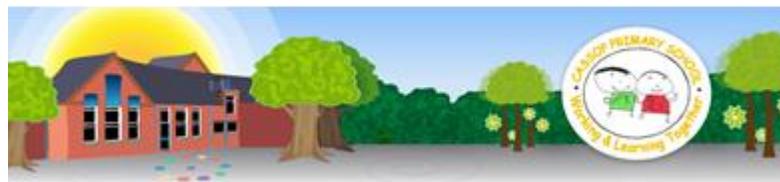
Physical Development

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

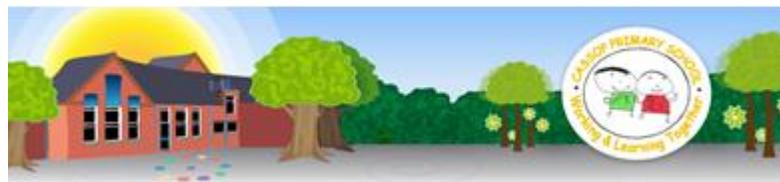
- Eats a healthy range of foodstuffs and understands need for variety in food.
- Usually dry and clean during the day.
- Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.
- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. • Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision.

ELG: Gross Motor Skills Children at the expected level of development will: - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing.



	<p>Gross motor-moving in different ways - Let's Move</p> <p>Fine motor activities - Cutting leaves, sorting using tweezers, malleable activities, munch men, Nexus peg boards, magnet boards</p> <p>Gaining independence when changing for PE</p>	<p>Gross motor - Making a house out of the big bricks</p> <p>Fundamental movement skills.</p> <p>Spatial awareness.</p> <p>Static balance.</p> <p>Fine motor activities</p> <p>Cutting out masks and characters, finger puppets</p> <p>Christmas activities in dough/clay</p>	<p>Health and Hygiene.</p> <p>Balance and agility.</p> <p>Fine motor activities</p> <p>Cutting out images to make collages</p> <p>Dragon dances</p>	<p>Healthy eating and exercise.</p> <p>Dynamic balance/static balance</p> <p>Co-ordination-</p> <p>Ball skills</p>	<p>Fundamental movement skills</p> <p>Fine motor activities - Threading, sorting using tweezers, dough disco, munch men, magnet boards.</p> <p>Sorting and planting seeds.</p>	<p>Team Games and Races – Sports day</p> <p>Gross motor-building homes of mini beasts</p> <p>Making models of animals.</p> <p>Fine motor activities</p> <p>-Threading, sorting using tweezers, dough disco, munch men, magnet boards</p>
☞ ☞	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Understanding the World

- Shows interest in the lives of people who are familiar to them.
- Remembers and talks about significant events in their own experiences.
- Recognises and describes special times or events for family or friends.
- Shows interest in different occupations and ways of life.
- Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

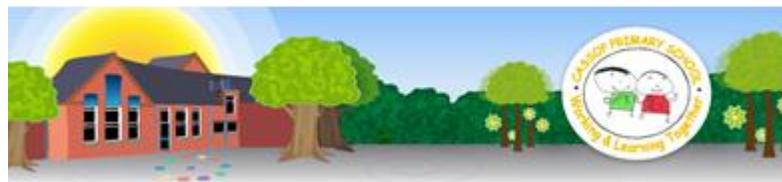
- Enjoys joining in with family customs and routines.

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

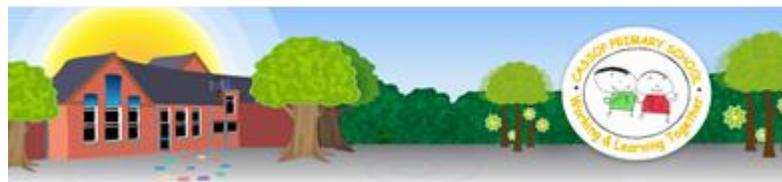
- Looks closely at similarities, differences, patterns and change..

ELG: Past and Present Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

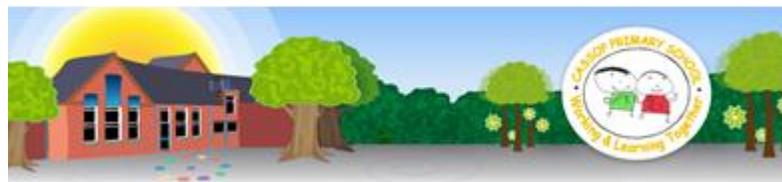
We observe changes in the seasons throughout the year.



<p>Special family celebrations and routines.</p> <p>Harvest Festival.</p> <p>Use Millie’s Mouse Skills and Millie’s Keyboard skills</p> <p>Look at fingerprints with the children. Talk about different types of fingerprints. Make some fingerprints.</p>	<p>Bonfire night Diwali/Hanukka Space Christmas</p> <p>Compare traditions and celebrations.</p> <p>Begin to understand the idea of space and different planets.</p> <p>IPad – I can take a picture of myself. Begin to use phonics programs and simple paint tools.</p>	<p>Chinese new year cultures and traditions.</p> <p>Read Dragons in the city. Learn about Chinese Zodiac animals.</p> <p>Technology- use paint package and reflection tool to produce symmetrical pictures</p>	<p>Dinosaurs</p> <p>What is a fossil? How is it made? What does it tell us? Make a fossil. Learn about a variety of dinosaurs and their diets. Where did they live? How do we know? How did dinosaurs move? How did they communicate? Technology- develop skills in using the keyboard to insert information into the computer. Mother’s Day Easter.</p>	<p>Growing plants and changes over time in our outdoor area. How to care for a plant. Planting a seed. Observations in outdoor area observing how our plants grow.</p>	<p>Minibeasts</p> <p>Technology- use Beebots Use a magnifying glass to look closely at mini beasts Creating a bug hotel in the nature area.</p>
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2



Expressive arts and Design	<p><u>Expressive Arts and Design</u> Begins to build a repertoire of songs and dances.</p> <ul style="list-style-type: none"> • Explores the different sounds of instruments. • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Create simple representations of events, people and objects.</p> <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. • Plays cooperatively as part of a group to develop and act out a narrative. 	<p>ELG: Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
We follow the Charanga music scheme in school.		



<p>Colour mixing -Autumn leaves. Printing (leaves, 2d shapes, creating repeating patterns) Making masks – going on a Bear Hunt. Build a cave for a bear. Use magnifying glasses to look closely at a range of objects, natural and manmade – fruit, veg, pine cones.</p> <p>Songs – Heads, Shoulders, Knees and Toes, One Finger One thumb, Nicky, Knacky, Knocky, Noo, If You’re Happy and You Know it. Super Movers – ABC, Days of the week. Go Noodle-pattern.</p>	<p>Firework pictures Drawing pictures for sequencing stories Creating characters Making stick puppets Vegetable printing – enormous turnip Collage pictures of characters for describing Magnets in the investigation area. Songs for Christmas production, When Santa got Stuck up the Chimney, Rudolph the Red Nose Reindeer. Super Movers – length and Height, Capital letters.</p>	<p>Chinese New Year crafts - Make a Chinese dragon, perform a dragon dance. Make dragon masks, etc.</p> <p>Use chalk to draw a snowflake and paint in the snow. Build a snow man / animals add / count buttons and eyes. Songs – Puff the Magic Dragon.</p> <p>Super Movers – Telling the time, Chronological Order.</p>	<p>Have a range of junk modelling materials available for children to create their dinosaurs.</p> <p>Paint and draw pictures of dinosaurs.</p> <p>Make dinosaur fossils.</p> <p>Songs related to Topic- The Ugly duckling, Spring Chicken, songs for Easter Service.</p> <p>Super Movers – Believe, Read Aloud.</p>	<p>Observational drawings of flowers and leaves.</p> <p>Make a beanstalk.</p> <p>Use a variety of techniques to join paper and card.</p> <p>Kandinsky – tissue paper and transient art.</p> <p>Songs related to topic –Jack and the Beanstalk song</p> <p>Super Movers – Questions and exclamation marks.</p>	<p>Transient art –mini beast models using natural materials e.g. leaves, flowers, petals and feathers. Challenge them to make models and sculptures and record their work by taking photos of their finished creations</p> <p>Super Movers –Rhyme, Number Bonds.</p>
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<p>Our long-term plan is a simple structure that we follow to ensure that we have covered the EYFS framework throughout the year. Our weekly learning opportunities vary to follow the interests of our children. We assess children regularly using Tapestry and personalise the learning journey for our children by identifying their next steps so we can use these in our weekly planning.</p> <p><u>Enhancement opportunities</u></p> <ul style="list-style-type: none"> -We regularly plan visits that will support or enhance what the children have been learning in school. -We provide children with the chance to taste and create new dishes during cookery sessions. -Throughout the year children are provided with the opportunity to work with coaches to support their physical development. -We use Tapestry to share children’s experiences from home and build on these in our classroom. -We hold stay and play sessions where parents and carers have the opportunity to complete tasks with their child. 					