

Reception Long Term Plan

	<b>All About Me</b> When a Dragon Goes to School Elmer So Much	<b>Harvest</b> Little Red Hen Farmer Duck Leaf Man	<b>Transport</b> All Aboard for the Bobo Road Whatever Next Mrs Armitage on Wheels	<b>Traditional Tales</b> Little Red Riding Hood The Gingerbread Man Jack and the Beanstalk	<b>Mini Beasts</b> Bumblebear The Bad Tempered Ladybird Snail Trail	<b>The Seaside</b> Billy's Bucket What the Ladybird Heard at the Seaside Rainbow Fish
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Communication and Language</b>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions 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 through the day in a language-right environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<p>Understand how to listen carefully and why listening is important. Engage in story times, rhymes, and songs. Maintain attention in whole class/groups. Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.</p>	<p>Listen in familiar &amp; new situations. Engage in story times. Maintain attention in new situations. Ask questions to find out more and to check they understand what has been said to them. Follow instructions with 2 parts in a familiar situation. Start a conversation with peers and familiar adults and continue for many turns. Develop social phrases</p>	<p>Listen attentively in a range of situations. Maintain attention during appropriate activity. Engage in non-fiction books. Consider the listener and take turns. Use talk to organise/stand for something else in play. Begin to use past tense. Begin to recount past events.</p>	<p>Understand why listening is important. Maintain attention in different contexts. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Ask questions to find out more and check understanding. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Listen and understand instructions while busy with another task. Maintain activity while listening. Understand how, why, where questions. Describe events in some detail. Express ideas about feelings and experiences. Articulate their ideas and thoughts in well-formed sentences. Use language to reason.</p>	<p>Listen and respond with relevant questions, comments, or actions. Attend to others in play. Make comments and clarify thinking with questions. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Speak in well-formed sentences with some detail. Use new vocabulary in different contexts. Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>

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				Begin to connect one idea or action to another using a range of connectives. Describe events in some detail.		
<b>Personal, Social and Emotional Development</b>	Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, 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 children can achieve at school and in later life.					
	<p>Begin to build constructive and respectful relationships. Identify and express their feelings. Manage their own needs.</p> <p><b>Jigsaw: Being Me in my World</b> How it feels to belong and similarities and differences Working with others Be kind and use gentle hands. Understand children's rights about learning and playing What responsible means</p>	<p>See themselves as a valuable individual. Continue to build constructive and respectful relationships</p> <p><b>Jigsaw: Celebrating Different</b> Being different makes us special Differences and similarities Home is special Know how to appropriately stand up for themselves.</p>	<p>Show resilience and perseverance in the face of challenge. Begin to think about the perspective of others</p> <p><b>Jigsaw: Dreams and Goals</b> Setting a goal and working towards it. Use kind words to encourage others. Think about how learning links to the job I would like to do when I'm older. Understand proud.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time, having a good sleep routine, being a safe pedestrian</p> <p><b>Jigsaw: Healthy Me</b> Moving and resting are good Hand washing Stranger danger</p>	<p>Build constructive and respectful relationships. Consider the feelings of others. Think about the perspectives of others. Identify and moderate their own feelings socially and emotionally</p> <p><b>Jigsaw: Relationships</b> How to make friends Solving problems with friends Understand the impact of unkind words Use 'Calm Me' time to manage feelings</p>	<p><b>Jigsaw: Changing Me</b> Name parts of the body Health habits Growing from babies to adults Expressing how I feel about moving to Year 1 Sharing memories of the best bits in Receptions</p>
<b>Physical Development</b>	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a children's strength, co-ordination and positional awareness 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					

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<b>Real PE focus</b>	develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. 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 proficiency, control and confidence.					
	<p>Further develop the skills they need to manage the school day successfully: linking up and queuing, mealtimes, personal hygiene</p> <p><b>Personal Cog Focus</b> - independent tasks, following instructions, practise safely  <b>Coordination skill:</b> footwork  <b>Static balance skill:</b> one leg</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, hopping, skipping, climbing</p> <p><b>Social cog focus</b> – work with others, taking turns, sharing  <b>Dynamic balance to agility skill:</b> jumping and landing  <b>Static balance skill:</b> seated</p>	<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p><b>Cognitive cog focus:</b> name some things I am good at, understand and follow simple rules  <b>Dynamic balance skill:</b> on a line  <b>Static balance skill:</b> stance</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of screen time.</p> <p><b>Health and fitness cog focus:</b> why exercise is important for good health  <b>Agility skill:</b> ball chasing  <b>Static balance skill:</b> floor work</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Creative cog focus:</b> explore and describe different movements  <b>Coordination skill:</b> ball skills  <b>Counter balance skill:</b> with a partner</p>	<p>Combine different movements with ease and fluency.</p> <p><b>Physical cog focus:</b> perform small range of skills, link two movements together, perform a single skill or movement with some control  <b>Coordination skill:</b> sending and receiving  <b>Agility skill:</b> reaction/response</p>
<b>Fine motor</b>	Introduce dough disco movement	Beginner dough disco	intermediate dough disco	intermediate dough disco	advance dough disco	advance dough disco
<b>Gross Motor</b>	Real PE -Unit 1 personal skills	Real PE -Unit 2 social skills	Real PE -Unit 3 – cognitive skills	Real PE - Unit 4 – physical skills	Real PE - Unit 5 – health and fitness	Real PE - Unit 6 –creative skills
	<p>Progress towards a more fluent style of moving, with developing control and grace. 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. 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. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p>					

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<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>						
<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. 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 enjoy rhymes, poems and songs together. Skills work reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involved transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).</p>						
<p><b>Literacy: Comprehension</b></p>	<p><b>Comprehension:</b> Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.</p>	<p><b>Comprehension:</b> Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.</p>	<p><b>Comprehension:</b> Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).</p>	<p><b>Comprehension:</b> Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.</p>	<p><b>Comprehension</b> : Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted.</p>	<p><b>Comprehension:</b> Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.</p>

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					Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	
Literacy: Word Reading Phonics  RWI	Read single letter Set 1 sounds.	Read all Set 1 sounds Blend sounds into words orally	Blend sounds to read words Read short Ditty stories	Read Red storybooks	Read green storybooks Read some Set 2 sounds	Read green or purple storybooks Read some Set 2 sounds
Literacy: Writing	<p><b>Emergent writing:</b> Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Composition:</b> Use talk to organise describe events and experiences.</p> <p><b>Spelling:</b> Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p><b>Handwriting:</b> Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles. Begin to write Set 1 sounds</p>	<p><b>Emergent writing:</b> Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Makes make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p><b>Composition:</b> Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p> <p><b>Spelling:</b> Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p><b>Handwriting:</b> Form letters from their name correctly.</p>	<p><b>Emergent writing:</b> Use appropriate letters for initial sounds.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it.</p> <p><b>Spelling:</b> Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p><b>Handwriting:</b> Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>	<p><b>Emergent writing:</b> Build words using letter sounds in writing.</p> <p><b>Composition:</b> Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p> <p><b>Spelling:</b> Spell to write using Fred Fingers Spell some read words independently.</p> <p><b>Handwriting:</b> Holds a pencil effectively to form recognisable letters. Know how to form clear ascenders and descenders.</p>	<p><b>Emergent writing:</b> Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p><b>Composition:</b> Write a simple sentence with a full stop.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more</p>	<p><b>Emergent writing:</b> Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p><b>Composition:</b> Write a simple narrative in short sentences with known letter-sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions. Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p><b>Spelling:</b> Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words. Spell Red words correctly</p>

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		Recognise that after a word there is a space.			complex unknown words. <b>Handwriting:</b> Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.	<b>Handwriting:</b> Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.
<b>Mathematics</b>	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding- such as using manipulatives, including small pebbles and tens frames for organising counting- children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
Subitise Compare Count Recall numberbonds	<b>WRM – Just Like Me!</b> Match and Sort Compare Amounts Compare size, mass and capacity Exploring pattern	<b>WRM- It's Me 1 2 3!</b> Representing 123 Comparing 123 Composition of 123 Circles and Triangles Positional Language  <b>WRM- Light and Dark</b> Representing to 5 One more and less Shapes with 4 sides	<b>WRM- Alive in 5!</b> Introducing zero Comparing numbers to 5 Composition of 4&5 Compare mass Compare Capacity  <b>Growing 678</b> 6, 7 & 8 Making pairs Combining 2 groups Length & height Time	<b>WRM – Building 9 &amp; 10</b> 9 &10 Comparing numbers to 10 Bonds to 10 3D-shape Pattern	<b>WRM – To 20 and beyond</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate, manipulate  <b>First Then Now</b> Adding more Taking away Spatial reasoning Compose and decompose	<b>WRM – Find my pattern</b> Doubling Sharing & grouping Even and odd Spatial reasoning Visualise and build  <b>On the move</b> Deepening understanding Patters and relationships
<b>Understanding the World</b>	Understanding the world involves guiding children to make sense of their physical world and their community. 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,					

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	<p>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.</p>					
	<p><b>The Natural World:</b> Body parts – looking after me! <b>Past &amp; Present:</b> My family <b>RE Unit F4:</b> Where do we belong?</p>	<p><b>The Natural World:</b> Nature walks, seasons, vegetables, senses <b>Past &amp; Present:</b> <b>RE Unit F2: Why is Christmas special to Christians?</b></p>	<p><b>The Natural World:</b> <b>Past &amp; Present:</b> Transport history <b>RE Unit F6: What stories are especially valued and why?</b></p>	<p><b>The Natural World:</b> Growing plants <b>Past &amp; Present:</b> <b>RE Unit F3: Why is Easter special to Christians?</b></p>	<p><b>The Natural World:</b> Life cycles <b>Past &amp; Present:</b> <b>RE Unit F1: Why is the word 'God' special to Christians?</b></p>	<p><b>The Natural World:</b> Investigations including floating and sinking <b>Past &amp; Present:</b> Seaside past and present <b>RE Unit F5: Which places are specially valued and why?</b></p>
Expressive Arts & Design	<p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>					
	<p>Self portraits <b>Music:</b> Body song (I have a body) Head, shoulders, knees and toes.</p>	<p>Autumn colours, mixing red and yellow to make orange. Finger/leaf printing. Leaf Art/Animals (Park treasure hunt) <b>Music:</b> The story of Orchestra- Vivaldi The four seasons (Book) Autumn sounds</p>	<p>Design your own vehicle/ vehicle of the future- junk model. <b>Music:</b> The wheels on the bus go round and round. Yellow submarine. Row row your boat.</p>	<p>Create puppets/ props to retell story <b>Music:</b> Traditional stories songs and rhymes</p>	<p>Marble paint - spider webs <b>Music:</b> Mini beast song: If I Were A Minibeast - Makaton Signing with Singing Hands and Out of the Ark Music</p>	<p>Class shoe box aquarium - making sea creatures  Ink printing ocean backgrounds <b>Music:</b> Seaside songs Under the sea Sea Shanty</p>