



**Reception Long Term Plan**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes/Topics</b>	<b>What do I know about me?</b>  Autumn/Harvest Halloween	<b>Who are the famous characters inside my fairy tales?</b>  Bonfire night Diwali/Hanukka Christmas	<b>Babies</b>  Chinese New year Pancake day	<b>Who lives in the Wild Garden?</b>  Passover Easter Ramadan	<b>Helping hands</b>  Vesak Shavuot	<b>At the seaside</b>
<b>English</b>	Speaking and listening Letter formation Name writing Labels Lists	Labels Lists Sequencing a story sentences Letter formation	Story writing Sequencing Rhyming strings Speech bubbles	Fact Writing Story writing	Story writing Sequencing Recount	Story writing Sequencing Recount Fact writing
<b>Phonics</b>	Letters and sounds Phase 1 (3weeks)  Phase two <b>Set 1:</b> s, a, t, p <b>Set 2:</b> i, n, m, d <b>Set 3:</b> g, o, c, k <b>Set 4:</b> ck, e, u, r	Phase two <b>Set 5:</b> h, b, f, ff, l, ll, ss  Phase three <b>Set 6:</b> j, v, w, x <b>Set 7:</b> y, z, zz, qu <b>Consonant digraphs:</b> ch, sh, th, ng	Phase three <b>Consonant digraphs:</b> ch, sh, th, ng  <b>Vowel digraphs:</b> ai, ee, igh, oa, oo, ar	Phase three <b>Vowel digraphs:</b> or, ur, ow, oi, ear, air, ure, er  Consolidation	Consolidation and intervention phase 2/3  Phase 4	Consolidation and intervention phase 2/3  Phase 4
<b>Core reading</b>	Pumpkin soup Hoot Owl Leaf man Handa's surprise Little owl's night Don't Hog the Hedge	Little Red Riding Hood The Three Little Pigs Naughty Bus Each Peach Pear Plum Little Red Hen Suddenly	Can't you Sleep Little Bear The Runaway Wok All join in Mr Wolfs Pancakes Peace at last Owl babies	What do you do with a tail like this? Jaspers Beanstalk The Lion inside Grumpy frog The squirrels who squabbled	Supertato Super Daisy Elliott Midnight Superhero Burglar Bill What the ladybird heard Goodnight Gorilla	Bears don't eat egg sandwiches All in a day The Sea saw Winnie at the Seaside Spinderella Zog Tiddler Flotsam
<b>Non-Fiction</b>	Children are introduced to a range of non-fiction texts to match the topics that we cover throughout the year.					

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<b>Maths</b>	<b>BASELINE</b> Recognising and using numbers to 5 Repeating patterns Numicon Timers/Tallys Ordering 3/4 objects by length/weight/capacity Months of the year 1-5	Recognising and using numbers 5 to 10 Combining and comparing sets Half and quarter Seasons Months of the year 5 - 10 Counting back 1p 2p-5p £1 £2 1 O'clock 1 to 5 Naming 2d and 3d shapes	Recognising and using numbers 10 to 15 Estimation 1 less Addition language and notation Subtraction language and notation Months of the year 10 - 12	Recognising and using numbers 15 to 20 Weighing - nonstandard units Language of weight - least, most Addition by counting on Pictograms Counting back Subtraction by counting back	3D Shape properties Halving Counting irregular arrangements Ordering numbers Missing numbers Addition by counting on Pictograms Counting back Subtraction problems	Word problems Capacity Sharing Counting on Counting in 2s, 5s and 10s Odd and even Number Bonds Doubling Halving Money problems
<b>Communication and Language</b>	<p><b>Communication and Language</b></p> <ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span.</li> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul>				<p>ELG—Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>ELG—Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>ELG—Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	
<p>Throughout the year children will be given opportunities to:</p> <p>Act out key stories in groups using props and pictures</p> <p>Act out stories without props and pictures</p> <p>Use talk partners</p> <p>Access role play areas that are changed regularly to reflect the interests of children</p> <p>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>						

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PSED	<p><b>PSED</b></p> <ul style="list-style-type: none"> <li>• Initiates conversations, attends to and takes account of what others say.</li> <li>• Explains own knowledge and understanding, and asks appropriate questions of others.</li> <li>• Takes steps to resolve conflicts with other children, e.g. finding a compromise.</li> </ul> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <ul style="list-style-type: none"> <li>• Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.</li> <li>• Aware of the boundaries set, and of behavioural expectations in the setting.</li> <li>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul>				<p>ELG—Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children.</p> <p>ELG—Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.</p> <p>ELG—Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	
	<b>SEAL – new beginnings</b>	<b>SEAL-Getting on and falling out</b>	<b>SEAL- say no to bullying</b>	<b>SEAL-going to goals</b>	<b>SEAL-good to be me</b>	<b>SEAL-changes</b>
	<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</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>Advent – what the word means</p> <p>Discuss what it might have been like to be Shepherd – scared, Angel – excited etc.</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>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 in the local area.</p> <p>Provide den making materials for children to work together to construct a ‘minibeast den’.</p> <p>Encourage the children to look after and care for minibeasts they find.</p>	<p>Invite people from the local community to talk to the children about their job.</p> <p>Talk to the children about different methods of keeping safe at the setting</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>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>



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Physical development	<p><b>Physical Development</b></p> <ul style="list-style-type: none"> <li>• Experiments with different ways of moving.</li> <li>• Jumps off an object and lands appropriately.</li> <li>• Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>• Travels with confidence and skill around, under, over and through balancing and climbing equipment.</li> <li>• Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>• Uses simple tools to effect changes to materials</li> <li>• Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>• Shows a preference for a dominant hand.</li> <li>• Begins to use anticlockwise movement and retrace vertical lines.</li> <li>• Begins to form recognisable letters.</li> <li>• Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <ul style="list-style-type: none"> <li>• Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>• Usually dry and clean during the day.</li> <li>• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>• 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.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> </ul>				<p>ELG-Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p>ELG-Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	
	<p><b>Fundamental movement skills: Dance</b> Gross motor-moving in different ways Fine motor-doodle spelling Sewing leaves, sorting using tweezers Gaining independence when changing for PE</p>	<p><b>Fundamental movement skills: Gymnastics</b> Gross motor - Making a house out of the big bricks Fine motor – doodle spelling Salt dough beanstalks Cutting out masks and characters Christmas sewing</p>	<p><b>Move with Max</b> Fine motor – doodle spelling Cutting out images to make collages Dragon dances</p>	<p><b>Move with Max</b> Gross motor-building homes of mini beasts Making models of animals. Fine motor – doodle spelling</p>	<p><b>Athletics</b> Fine motor – doodle spelling Moving in a range of different ways.</p>	<p><b>Games</b> Fine motor – doodle spelling. Throwing and catching beach balls. Children become coastguards and rescue small world people from a jelly sea!</p>

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<p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experiences.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>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.</li> </ul> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> </ul> <ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment.</li> </ul> <ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change.</li> <li>Completes a simple program on a computer.</li> <li>Interacts with age-appropriate computer software.</li> </ul>				<p>ELG-Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>ELG-Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. ELG-Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</p>	
<p><b>We observe changes in the seasons throughout the year.</b></p>					
<p><b>Which stories are special and why?</b> Walking in West Pelton Talk about what the children pass on the way to school, what are the best places in the village Taste fruit and veg Comparing during cookery Use Millie's Mouse Skills and Millie's Keyboard skills Talk about what makes them unique</p>	<p><b>Which people are special and why?</b> What is a fairytale? And looking at materials for houses. Looking at different homes from around the world . Pig sty sensory play – salt, cocoa, straw, sand, cornflour Predict what happens when the gingerbread man gets wet. Technology- use paint package and reflection tool to produce symmetrical pictures</p>	<p><b>What places are special and why?</b> Technology-use smart learning to develop skills in completing simple programs. <b>Chinese new year cultures and traditions.</b> Dolls in water tray, which plaster will stay on doll the longest – waterproof or fabric? Watch a coloured ice cube melt - find out about the dangers for a baby <b>-find out how babies from other countries are welcomed.</b></p>	<p><b>What times are special and why?</b> Technology- develop skills in using the keyboard to insert information into the computer. Growing plants and changes over time in our outdoor area. Observations in our nature area. Creating a bug hotel in the nature area.</p>	<p><b>Being special: where do we belong?</b> construction toys People that have important jobs. Different occupations/people who help us. Visitors. Look at fingerprints with the children. Talk about different types of fingerprints. Make some fingerprints. Technology-Movie maker on iPads</p>	<p><b>Being special: What is special?</b> Technology- use Beebots At the seaside in the past. Seaside nature table Learn the Seashore safety code Find out which animals live under the sea. Make a sand shaker Use a magnifying glass to look closely at seashells</p>

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<b>Expressive arts and Design</b>	<p><b>Expressive Arts and Design</b>            Begins to build a repertoire of songs and dances.</p> <ul style="list-style-type: none"> <li>• Explores the different sounds of instruments.</li> <li>• Explores what happens when they mix colours.</li> <li>• Experiments to create different textures.</li> <li>• Understands that different media can be combined to create new effects.</li> <li>• Manipulates materials to achieve a planned effect.</li> <li>• Constructs with a purpose in mind, using a variety of resources.</li> <li>• Uses simple tools and techniques competently and appropriately.</li> <li>• Selects appropriate resources and adapts work where necessary.</li> <li>• Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul> <p>Create simple representations of events, people and objects.</p> <ul style="list-style-type: none"> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> <li>• Chooses particular colours to use for a purpose.</li> <li>• Introduces a storyline or narrative into their play.</li> <li>• Plays alongside other children who are engaged in the same theme.</li> <li>• Plays cooperatively as part of a group to develop and act out a narrative.</li> </ul>				<p>ELG—Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>ELG—Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		
	<b>We follow the Charanga music scheme in school.</b>						
	<p>Observational drawing of exotic fruits            Autumn leaves            sewing/printing/creations            Use magnifying glasses to look closely at a range of objects, natural and manmade – fruit, veg, pine cones</p>	<p>Firework pictures            Designing a house using different materials            Drawing pictures for sequencing stories            Creating characters            Huff and puff pictures – paint blowing with straws            Bean patterns            Magic beans growing into the clouds pictures            Vegetable printing – enormous turnip            Collage pictures of characters for describing</p>	<p>Chinese New Year crafts            Use dragon masks to act out the dragon’s shapes.            Reverse snow splatter pictures – paint on the snow            Use chalk to draw a snowflake and paint in the snow.            Build a snow man / animals add / count buttons and eyes –Make a ‘baby’ with movable arms.</p>	<p>Observational drawings of flowers.            Using seeds to make pictures.            Building model flowers.            Encourage the children to make some temporary minibeast 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>Have a range of junk modelling materials available for children to create their own emergency vehicles.            Have a variety of building materials in the construction area for children to build their own vehicles and buildings.            Encourage the children to paint pictures of different people who help us.</p>	<p>Design and make flags for sand castles.            Make sticks of rock with play dough.            Make sand mouse – washing up liquid and water to wet sand and whisk.            Design fish using various materials as scales.            Make sand pictures.            Art linked to shared texts</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.

Enhancement opportunities

- 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 our cookery sessions every week.
- 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 every term where parents and carers have the opportunity to complete tasks with their child.