Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes/ Topics	**What do I know about me?** Autumn/Harvest Halloween	**Who are the famous characters inside my fairy tales?** Bonfire night Diwali/Hanukka Christmas	**Who can help us?** Chinese New year	**Who lives in the Wild Garden?** Mother's Day, Passover Pancake Day, Easter Ramadan	**What type of castles did the knights of the past live in?** Vesak	**What does the seaside look like around the world?** Shavuot Father's Day
Literacy	Speaking and listening Letter formation Name writing Labels Lists	Labels Lists Sequencing a story sentences Letter formation	Story writing Sequencing Rhyming strings Speech bubbles Letter formation	Fact Writing Story writing Letter formation	Story writing Sequencing Recount Letter formation	Story writing Sequencing Recount Fact writing Letter formation
	Throughout the year children will: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. • Re-read what they have written to check that it makes sense.					
	ELGS Comprehension • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.		**ELGS Word Reading** • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.		**ELGS Writing** • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.	

Phonics	**In our school we follow the Twinkl Phonics Progam**					
Core reading	**When dragon went to school** **I don't want to go to school** **My teacher is a monster** **A funny thing happened when I went to school** **The pigeon has to go to school. Who's in my family?** **Monkey puzzle** **A family is a family is a family and tango makes three** **My family, your family**	**Little Red Riding Hood** **The Three Little Pigs Naughty Bus** **On the way home** **Little Red Hen** **Suddenly. The Ghanaian Goldilocks** **The wolf and the seven wolves** **Hansel and Gretel** **The Bremen town musicians** **The Emperor's new clothes** **Father Christmas needs a wee** **Bear stays up for Christmas** **The Nativity Story** **Norman the slug who saved Christmas**	**People who help us series: Police Officer, firefighters, doctor/nurse, paramedic, vet, dentist, RNLI** **What the ladybird heard** **Barn on fire** **Zog and the flying doctors** **The Wolf who wouldn't go to bed** **I want a pet** **Just going to the dentist** **The lighthouse keepers rescue**	**The very lazy ladybird** **The very greedy bee** **Snail Trail** **Billy Beetle** **The Bulgiest Bug** **Norman the Slug** **The Crunching Munching Caterpillar** **Doug the Bug** **The very busy spider** **The bad-tempered ladybird** **Aarrrggghhh Spider!** **Mr Wolfs Pancakes** **The Runaway Wok**	**How to Catch a Dragon** **Meg's Castle** **The Knight who couldn't fight** **The Dragon and the Nibblesome Knight** **Good Night Bad Knight** **The Knight and the Dragon** **The Great Dragon Bake off** **Sir Charlie Stinky Socks and the Big Adventure** **Small Knight and George** **The Paper Bag Princess** **Knight and Dragons Unite** **King Jack and the Dragon** **Sir Scallywag and the Golden Underpants** **Knight in Training**	**Sally and the Limpet** **A house for a hermit crab** **Mister Seahorse** **Clumsy Crab** **Puffin Peter** **Claude on Holiday** **Sandcastle** **Wave** **The Storm Whale** **There was an old lady who swallowed the sea** **Billy's Bucket** **Magic beach** **Mrs Armitage and the big wave** **Brilliant Boats**
Non-Fiction	**Children are introduced to a range of non-fiction texts to match the topics that we cover throughout the year. We also regularly explore poems and rhymes throughout our learning.**					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Recognising and using numbers to 5 Count objects, actions and sounds Repeating patterns Numicon 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 Naming 2d and 3d shapes, rotating and manipulating these.	Recognising and using numbers 10 to 15 Estimation 1 less and more 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 Compare length, weight and capacity. Addition by counting on Counting back Subtraction by counting back	Verbally count to 20 and beyond Odd and even numbers 3D Shape properties Halving Counting irregular arrangements Ordering numbers Missing numbers Addition by counting on Counting back Subtraction problems Explore and represent patterns within numbers up to 10	Verbally count to 20 and beyond Capacity Sharing Counting on Odd and even Number Bonds to 5 Doubling Halving Explore and represent patterns within numbers up to 10
	Throughout the year children will: Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0-5 and some to 10. • Select, rotate and manipulate shapes to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity.					
	ELGS Number • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.			**ELGS Numerical Patterns** • Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.		

Personal, social and emotional development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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. Explore their own use of language while playing imaginatively in areas of the classroom. **We follow the Jigsaw scheme of word to support progress in personal, social and emotional development.**					
Throughout the year children will: • See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. • Think about the perspectives of others. • Manage their own needs. - personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian					
ELGS self-Regulation • 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		**ELGS Managing Self** • 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.		**ELGS Building Relationships** • 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.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication and Language	**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? Explore their own use of language while playing imaginatively in areas of the classroom.					
	Throughout the year children will: Understand how to listen carefully and why listening is important. • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times. • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary					
	ELGS Listening, Attention and Understanding • 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.		**ELGS Speaking** • 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, nonfiction, 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.			

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Physical development	**Fundamental movement skills: Dance** Revise and refine the fundamental movement skills they have already acquired 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. Further develop the skills they need to manage the school day successfully.	**Fundamental movement skills: Gymnastics** Revise and refine the fundamental movement skills they have already acquired 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. Further develop the skills they need to manage the school day successfully.	**Move with Max** Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient.	**Move with Max** Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility. 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. Develop the foundations of a handwriting style which is fast, accurate and efficient.	**Athletics** 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. 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, paintbrushes and cutlery. Begin to show accuracy and care when drawing.	**Games** 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. 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, paintbrushes and cutlery.
	Throughout the year children will: Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing • 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. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. • Develop overall body-strength, balance, co-ordination and agility. • 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. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Further develop the skills they need to manage the school day successfully: - lining up and queuing – mealtimes					
	ELGS Gross Motor Skills • 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.			**ELGS Fine Motor Skills** • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing.		

Understanding the world

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
We observe changes in the seasons throughout the year. Understand the effect of changing seasons on the natural world around them.					
Which stories are special and why? 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 Name and describe people who are familiar to them. Comment on images of familiar situations in the past.	***Which people are special and why?*** What is a fairy-tale? Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	***What places are special and why?*** Chinese New Year cultures and traditions. Find out how babies from other countries are welcomed. Recognise some similarities and differences between life in this country and life in other countries. Looking at local maps. Describe what they see, hear and feel whilst outside	***What times are special and why?*** Mothers Day around the world. Explore the natural world around them. Know some similarities and differences between the natural world around them and contrasting environments Describe their immediate environment Know some similarities and differences between different religious and cultural communities in this country	***Being special: where do we belong?*** 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. Explain some similarities and differences between life in this country and life in other countries.	***Being special: What is special?*** At the seaside in the past. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Look at similarities and differences between life in this country and life in other countries. Explore the natural world around them, making observations and drawing pictures of animals and plants.
<u>Throughout the year children will:</u> Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them					

	ELGS Past and Present • 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.	**ELGS People, Culture and Communities** • 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.	**ELGS The Natural World** • 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expressive arts and Design	**We follow the Charanga music scheme in school.**					
	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	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 to describing	Chinese New Year crafts Use dragon masks to act out the dragon's shapes. Make a 'baby' with movable arms. 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.	Observational drawings of flowers. Using seeds to make pictures. Building model flowers. Encourage the children to make some temporary minibeast models using natural materials. Challenge them to make models and sculptures and record their work by taking photos of their finished creations. 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.	Design and build a castle. Make a knights amour and design their own coat of arms. Encourage the children to make some temporary minibeast models using natural materials. Challenge them to make models and sculptures and record their work by taking photos of their finished creations. 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.	Design and make flags for sand castles. 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.
	Throughout the year children will: Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.					
	ELGS Creating with Materials • 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.			**ELGS Being Imaginative and Expressive** • 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.		

	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. <u>Enhancement opportunities</u> **-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.**