

Reception Long Term Plan

	Autumn 1 You Choose Key texts: ‘You Choose’, The Three Little Pigs, Goldilocks, Handa’s Surpise.	Autumn 2 Exploring Key texts: Whatever next, Stickman, Christmas stories	Spring 1 The Past Key texts: Non-fiction texts. Dinosaur stories, Cave Baby, Kings and Queens (factual) TRIP – Temple Newsam	Spring 2 Fantasy/ Storytelling Key texts: Traditional stories (including, gingerbread man, the three billy goats gruff), Room on the broom, Supertato The Easter story	Summer 1 Farm Key Texts: Farmer Duck, What the Ladybird Heard, On the farm (factual), Oliver’s vegetables, Animal/farm poems TRIP – Hesketh Farm	Summer 2 Under the Sea Key Texts: Commotion in the Ocean, Rainbow Fish, The Snail and the Whale, Tiddler Sharing a shell, The singing Mermaid, Stanley Bright Alive & Kicking – At the bottom of the Bottom of the Bottom of the sea
Personal, social and emotion development	The Foundation Stage Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered throughout provision as well as planned opportunities and carpet/circle times. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour.					
PSHE	<ul style="list-style-type: none"> • Rules and routines • Social skills- making friends, managing feelings, turn taking and sharing. • Whole class/group collaborative games. • Puppets/small world based on topic. • Role-play area/home corner to recreate own experiences • P4C and circle time • Home/School book – sharing time • Big question – what should respect look like? <p>Being in my world</p> <ul style="list-style-type: none"> • Self-identity • Being in the classroom 	<ul style="list-style-type: none"> • Rules and routines • Social skills- making friends, managing feelings, turn taking and sharing. • Whole class/group collaborative games. • Puppets/small world based on topic. • Role-play area/home corner to recreate own experiences • P4C and circle time • Home/School book – sharing time • trying new things and friendship • Big Question – How many ways can you show that you care? <p>Celebrating difference</p> <ul style="list-style-type: none"> • Making friends • Families, houses and homes 	<ul style="list-style-type: none"> • Aware of behavioural expectations in setting • Share achievements/ certificates from outside of school. • Feelings and emotions • Going for goals • Imaginative role play – back in time <p>Big question – What does it mean to keep on going?</p> <p>Dreams and Goals</p> <ul style="list-style-type: none"> • Standing up for yourself • Challenges • Perseverance 	<ul style="list-style-type: none"> • Our superpowers – what makes me special? • Understand actions affect other people • Managing emotions • Likes and dislikes – talk about their abilities • Good to be me • Imaginative role play – people who help us. • Play games with rules • Big Question – What is hope? <p>Healthy Me</p> <ul style="list-style-type: none"> • Exercising bodies • Healthy food choices 	<ul style="list-style-type: none"> • Working as a group/teams • Sharing and considering each other’s ideas • Understand actions affect other people • Managing emotions • Share ideas • Making plans and implementing ideas <p>Big questions – how can we show compassion?</p> <p>Relationships:</p> <ul style="list-style-type: none"> • Family life • Friendships • Getting on and falling out • Being a good friend • Anti-bullying 	<ul style="list-style-type: none"> • P4C – understand other’s point of view • Fairness • Share experiences with class • Evaluate <p>Changes (transition to Year 1)</p> <p>Big question – Is telling the truth right?</p> <p>Changing Me:</p> <ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up

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	<ul style="list-style-type: none"> Understanding feelings Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Identifying emotions Responding to emotions 	<ul style="list-style-type: none"> Overcoming obstacles Goal setting Seeking help 	<ul style="list-style-type: none"> Healthy routines including; sleep, cleanliness and teeth 	<ul style="list-style-type: none"> Growth and change Fun and fears Celebrations 	
Physical development	<ul style="list-style-type: none"> Gross and Fine Motor activities e.g. dough disco, obstacle course Construction and malleable activities. Mark marking, name writing, letter formation Creative activities- cutting & sticking. Outdoor activities- moving in different ways and managing risks. Independent toileting and washing hands. Self-dressing – fastening coats/shoes independently. 	<ul style="list-style-type: none"> Gross and Fine Motor activities e.g. dough disco, obstacle course Construction and malleable activities. Creative activities- cutting & sticking. Letter formation Outdoor activities- moving in different ways, managing risks Hand-eye coordination activities, Ball games Handle equipment and tools effectively e.g. e.g. pencil, scissors. Independent toileting and washing hands. Self-dressing – fastening coats/shoes independently. Can talk about aspects of good health 	<ul style="list-style-type: none"> Handle equipment and tools effectively, including pencils for writing with accurate letter formation. Manipulates objects with good fine motor skills. Independent toileting and washing hands. Self-dressing – fastening coats/shoes independently, buttons etc. considers and manages some risks when tackling new challenges Gross motor skills: Preparing for sports day activities. Can make healthy choices in relation to, healthy eating and exercise. 			
PE						
Yoga	Coordination: Footwork Static balance: One leg	Dynamic Balance to Agility: Jumping and Landing Static balance: Seated	Dynamic Balance: On a Line Static balance: Stance	Coordination: Ball Skills Counter balance with a partner	Coordination: Sending and Receiving Agility: Reaction and response	Agility: Ball Chasing Static balance: Floor work.
Communication and language	C&L is not specifically planned for across the year. All aspects of developing C&L are focussed on throughout all daily classroom practice, continuous provision, sessions such as circle time, story time and show and tell have a weighty focus on CLL as well as “talking buddies” and clear classroom rules and routines. Observations next steps and target setting support the development of individuals.					
Phonics	FFT Success for All Phonics – see weekly scope and sequence – Reception for skill progress.					
Literacy	Focus on phase 1 phonics Listening to and enjoying familiar stories. Silly soup Dough disco CVC blending Joining in with stories and repeated phrases. Mark making Shared reading	Non Fiction – space information Letter formation CVC blending Rhyme Word recognition Reading Captions Talking about stories, characters and settings. Shared reading	Extending vocabulary Rhyme Reading captions and sentences including tricky words independently. Look at features of fiction/non fiction texts. Speech and language/vocabulary on past and present - Dinosaurs Shared reading	Extending vocabulary Rhyme Reading sentences incl. tricky words independently Writing simple sentences Letter formation Sentence writing with focus on CL, FSP, FS	Extending vocabulary Reading sentences incl. tricky words Fluency Writing simple sentences Letter formation Sentence writing with focus on CL, FSP, FS Poetry Non-Fiction writing	Fluency Extending vocabulary Reading sentences incl. tricky words Writing simple sentences Letter formation CL, FSP, FS Narrative writing – story language, character description.

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	<p>Vocabulary</p> <p>Writing activities: Name writing Grapheme writing GPC – correct formation Invitations to TBP Initial sounds CVC blending and segmenting</p>	<p>Vocabulary</p> <p>Writing activities: Name writing Lists – Segmenting CVC words Labelling Caption writing GPC</p>	<p>Ordering stories Verbal retell Character, setting and event story telling (creating own stories)</p> <p>Writing activities: Shared story writing Labelling List Caption writing Writing simple sentences e.g. It is a, I can see a Letter formation</p>	<p>Narrative style – focus on retelling and acting out stories. Shared reading</p> <p>Writing activities: Instructions Rhyming words Simple sentences Ordering stories. Speech bubbles Character description</p>	<p>Writing activities: Factual writing about farm animals Recount for trip to Hesketh farm Non-fiction writing about jobs on a farm Letter writing Instruction (How plant a bean)</p>	<p>Activities: Writing about the magic key Retelling the story of getting to the bottom of the sea Character description of the Rainbow Fish Retelling the story of the rainbow fish.</p>
<p>Mathematics</p>	<p>Matching and sorting Comparing amounts Exploring pattern Representing 1,2 and 3 Comparing of 1,2 and 3 Composition of 1,2 and 3 Subitise within 3 (perceptual) Name and describe properties of circles, triangles Represent 4. Composition of 4 Able to interpret and use five frames Shapes with 4 sides Counting principles within 5.</p> <p>Getting to know you Just like me!</p>	<p>Represent numbers 1-5 One more within 5, one less within 5 (Understands that the next number in sequence is one more than) Compare amounts to 5 Composition of 5 Order numbers to 5 Match quality and numeral within 5 Begin to use conceptual subitisation – see 3 and 2 is 5.</p> <p>6, 7 and 8 – represent, count to, building 6,7 and 8 (5 and 1, 5 and 2, 5 and 3) Interpret and use ten frames Counting principles applied to 10 Comparing two amounts (greater than, fewer than) Compare mass, compare capacity</p>	<p>9 and 10 – counting to 9 and 10. Ordering numbers to 10.</p> <p>Matches numerals to quantity (up to 10)</p> <p>Composition of 10, number bonds to 10.</p> <p>One more and one less to 10</p> <p>Ten frames – 5 is half, 9 is one less than 10, 6 is 5 and 1.</p> <p>Number pattern beyond 10.</p> <p>Building numbers beyond 10. E.g. 11 is 10 + 1</p> <p>Beyond to develop counting on.</p> <p>Comparing and measuring length and height. Alive in 5! Growing 6, 7, 8</p>	<p>Conceptual subitising within 10</p> <p>Secure composition within 10</p> <p>Adding more – counting on</p> <p>Taking away</p> <p>3D shape</p> <p>Time Building 9 & 10</p>	<p>Building numbers beyond 10.</p> <p>Understanding that $12 = 10 + 2$ etc.</p> <p>Numerical pattern</p> <p>Adding more</p> <p>Doubling</p> <p>Even and odd</p> <p>Number pattern</p> <p>To 20 and beyond First, then, now</p>	<p>Counting and comparing to and beyond 20.</p> <p>Sharing and grouping</p> <p>Deepening Understanding</p> <p>Patterns and relationships</p> <p>Compose and decompose shapes</p> <p>Find my pattern On the move</p>

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		It's me 1,2,3				
		Light & Dark				
<p>Understanding the World</p> <p>Past and Present</p> <p>The natural World</p> <p>People, Cultures and communities:</p>	<p>Objects in your house – what objects are in your house? What objects are from the past? Toys from the past. Black History Month – Learn about the lives of Mary Seacole and Dr Mae Jemison</p> <p>Different types of houses and their features (link to countries around the world). Signs of Autumn within their environment. Features of their local environment. Life cycles of humans. Talk about how we have changes/developed since begin a baby. Explore different materials and their purposes. Experience and discusses how exercise affect our bodies.</p> <p>What makes you unique? What they like to play at home.</p>	<p>Family – Talk about our families using photographs. Remembrance Day Christmas – Know the story of The First Christmas. Discuss Christmas traditions and how these have changed over time.</p> <p>Begin to explore a world map and where they live in relation to it. Share family links to other countries. Understand that people live in different countries and cultures. Explore similarities and differences. Begin to explore the idea of space, naming some planets. Explore light and shadows through torches. Observe changes to water in different temperatures.</p>	<p>Children to learn about their own personal past (timelines of own lives), talking about key event within their life and compare their lives to the lives of others. Begin to explore 'The past' beyond their living memory. Dinosaurs (fossils, palaeontologist) Stone age (Cave baby) and compare lives of people in the stone age to people know. Begin to explore that Earth has changed over time. Compare environmental changes since the stone age. Identify changes to the environment during winter. Understand how materials such as fossils can be used to teach us about the past (dinosaurs). Materials in the stone age.</p>	<p>Visit a place of historical importance. Know that traditional tales are stories that have been told and retold for many years. Begin to draw simple maps. Compare children's immediate environment to contrasting environments through stories. Compare natural and manmade features of environment. Identify changes to the environment during spring. Explore materials and their properties. Begin to explore occupations such as vets, doctors, etc. Discuss how we can care for the natural environment. People who help us – real life superheroes. Parents in and talk about their jobs.</p>	<p>Compare farms past and present. Explore how tools, machinery and farmers roles have changed over time. Compare photographs past and present.</p> <p>Features of a farm. Compare environments between countries, cities, towns etc. Draw simple maps, looking at key symbols and their meaning. Compare farms in Leeds to farm in other countries. Purpose and features of farms. Observations of animals. Different plants (including how to care for them) Begin to understand where food comes from. Animals and their babies. Farmers role. Life cycles of different animals including frog, chicken, butterfly.</p>	<p>Begin to explore changes to the environment over time. Know that there are continents and oceans. Begin to describe differences between oceans and their habitats. Begin to look at the effects on nature/climate change. Continue to explore world map. Environmental changes in summers. Materials that float and sink. Name, describe and sort sea creatures. Importance of protecting oceans and environments. Animal habitats around the world.</p>
RE	<p>Understanding Christianity Unit</p> <p>F1 - God/Creation</p> <p><i>Why is the word of God so important to Christians?</i></p> <p>Religion: Christianity</p> <p>Christian value (A) – Respect – What should respect look like?</p>	<p>Understanding Christianity Unit</p> <p>F2 - Incarnation</p> <p><i>Why do Christians perform nativity plays at Christmas?</i></p> <p>Religion: Christianity</p> <p>Christian value (A) – Service – How many</p>	<p>Syllabus Thematic Unit</p> <p>F4 - Being Special</p> <p><i>Where do we belong?</i></p> <p>Religion: Christianity, Judaism, Hinduism, Islam</p> <p>Christian value (A) – Perseverance – What does it mean to keep going?</p>	<p>Understanding Christianity Unit</p> <p>F3 - Salvation</p> <p><i>Why do Christians put a cross in an Easter garden?</i></p> <p>Religion: Christianity</p> <p>Christian value (A) – Hope – What is hope?</p>	<p>Syllabus Thematic Unit</p> <p>F6 - Special stories</p> <p><i>Which stories are special and why?</i></p> <p>Religion: Christianity, Judaism, Hinduism</p> <p>Christian value (A) – Compassion – How can we show compassion?</p>	<p>Syllabus thematic unit F5 -</p> <p>Special places</p> <p><i>Which places are special and why?</i></p> <p>Religion: Christianity, Judaism, Islam</p> <p>Christian value (A) – Truthfulness – Is telling the truth right?</p>

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	Christian value (B) – Thankfulness – How do we show thanks?	ways can you show you care? Christian value (B) – Friendship – What makes a good friend?	Christian value (B) – Trust – What does trust mean?	Christian value (B) – Forgiveness – What is forgiveness?	Christian value (B) – Peace – what is peace? What does it look/sound like?	Christian value (B) – Courage – What is courage? What does courage look like?
Expressive Art and Design	<p>Observation drawing – Autumn leaves (Sketch books)</p> <p>Explore lines (marks, lines, curves), shapes and experiment with different mark making tools.</p> <p>Self portraits (using natural resources)</p> <p>Name colours</p>	<p>Collage – select textures/materials to represent different environments (grass, forest, river etc)</p> <p>Colour mixing – creating different shades on primary colours</p> <p>Colour mixing – mixing primary colours to create secondary colours</p> <p>Explore different mark making equipment – pens, pencils, crayons, pastels (describe the different effects)</p> <p>Jackson Pollock</p>	<p>Draw accurate representation of themselves.</p> <p>Look at cave paintings and use a range of tools to recreate them including pastels and charcoal.</p> <p>Use pencil to explore different effects – shading, different pressure etc.</p> <p>Using different shades of primary colours to create effect (background)</p> <p>Use a variety of tools for effect including printing</p>	<p>Observation drawing of daffodil</p> <p>Use water colours (Shevaun Doherty)</p> <p>Joining techniques (build a bridge)</p> <p>Plan, select, join and explore resources (to make story props)</p> <p>Collage</p> <p>Shevaun Doherty</p>	<p>Observation drawing of animals and nature</p> <p>Colour (from observation and imagination)</p> <p>Explore fabric and textures</p> <p>Claude Monet (Landscape painter)</p>	<p>Textures and fabric</p> <p>Colour</p> <p>Collage</p> <p>Claude Monet (Landscape painter)</p>
Music (Art Forms)	<p>I can sit or stand to perform</p> <p>I can remain quiet whilst waiting for a turn (stop and start)</p> <p>I can watch and follow the leader’s signals</p> <p>I can explore sounds and classify sound makers e.g. shake, tap, scrape / I can choose sounds to accompany a song or story (Timbre)</p> <p>I can differentiate between loud and quiet sounds (Dynamics)</p>		<p>I can play my instruments safely and pick them up and put them down quietly</p> <p>I can watch and follow the leader’s signals</p> <p>I can take turns at pattern making</p> <p>I can put my sounds together with someone else’s</p> <p>I can explore sounds and classify sound makers e.g. shake, tap, scrape / I can choose sounds to accompany a song or story (Timbre)</p> <p>I can differentiate between loud and quiet sounds (Dynamics)</p>		<p>I can differentiate between high and low sounds / I can show changes in pitch using tuned percussion e.g. steps, slides, jumps (Pitch)</p> <p>I can use pictures to represent and organize sounds</p> <p>I can take turns at pattern making</p> <p>I can put my sounds together with someone else’s</p>	

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Half term homework	Can you make a space hat?	Personal Timeline	Read and write simple sentences about a fantasy story.	Animal writing/pets	Writing about the seaside? Asking parents where they went on holiday?	Transition work – getting ready for Year One.
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