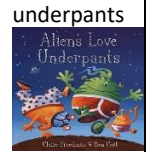




Reception Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
<b>Theme Learning Block</b>	<b>What do I know about you?</b>	<b>Why is light important?</b>	<b>Where in the world am I?</b>	<b>How does it grow?</b>	<b>Who helps us?</b>	<b>What is under the sea?</b>						
<b>Books</b>	<p>When I Grow Up </p> <p>I like myself! </p> <p>The Great Big Book of Families </p>	<p>My Granny Went to Market </p> <p>Only one you </p> <p>The five senses </p>	<p>Jolly Christmas postman </p> <p>Owl babies </p> <p>Pumpkin Soup </p>	<p>Leaf Man </p> <p>It was a cold dark night </p> <p>Amma, tell me about Diwali </p>	<p>Whatever Next! </p> <p>Aliens love underpants </p> <p>A planet full of plastic </p>	<p>The Darkest dark </p> <p>Field trip to the moon </p> <p>A journey through space </p>	<p>The Very Hungry Caterpillar </p> <p>Olivers vegetables </p> <p>Jack and the beanstalk </p>	<p>Tadpoles promise </p> <p>Seed to sunflower </p> <p>Mama Miti </p>	<p>No dragons for tea </p> <p>Lifeboat crew </p> <p>All through the night </p>	<p>People who help us </p> <p>Florence Nightingale </p>	<p>Tiddler </p> <p>The rainbow fish </p> <p>At the beach </p>	<p>Shark in the dark </p> <p>The big book of blue </p>
<b>PSED</b>	<p><b>Healthy and Happy Friendships</b> <i>What do I know about you?</i> Settling in- making relationships with peers and adults Awareness of routines Handwashing and independence with snack, personal independence Turn taking</p>	<p><b>Similarities and differences</b> <i>How are we different? How are we the same?</i> Friendships Personal independence Turn taking Resilience Other perspectives Road safety Physical health Feelings</p>	<p><b>Caring and Responsibility</b> <i>How do we take care of ourselves and each other?</i> Taking care of our world Taking care of ourselves Kindness Culture of the Heart</p>	<p><b>Families and committed relationships</b> <i>What is a family?</i> Different types of families Babies to children growth Healthy eating Chartwells</p>	<p><b>Healthy bodies, healthy minds</b> <i>How do I keep myself healthy?</i> How to stay healthy- food, exercise, water, sleep. Happy habits Mindfulness and managing emotions</p>	<p><b>Coping with Change</b> <i>What happens next?</i> Transition to KS1 Other changes we experience in life</p>						

	Self- esteem and confidence Individuality Resilience					
<b>Communication and Language</b>	Circle times: listening and attention Vocabulary development Story times and rhyming Following 1 step instructions Sequencing stories Learning rhymes and poems	Circle times: listening and attention Vocabulary development Asking questions Holding a sustained 2 way conversation Describe events in detail Develop story telling language Learn songs	Circle times: listening and attention Vocabulary development Using connectives in discussions Develop story telling Perform rhymes/ poems	Circle times: listening and attention Vocabulary development Describe events in detail Fiction/ non-fiction	Circle times: listening and attention Vocabulary development Story telling Performing songs, poems and rhymes Full sentences using connectives Conversations Questions and problem solving	Circle times: listening and attention Vocabulary development Story telling Performing songs, poems and rhymes Full sentences using connectives Conversations Questions and problem solving Wide use of vocabulary
<b>Physical development PE lessons</b>	Get Set 4 PE Introduction to PE: unit 2 Lesson 1: People who help us Lesson 2: Friends and Family Lesson 3: Houses and Homes Lesson 4: Morning time Lesson 5: At the shops Lesson 6: Dinner time	Get Set 4 PE Ball Skills: unit 2  Lesson 1: Windy weather Lesson 2: Snow is falling Lesson 3: There's a storm coming Lesson 4: Rainy days Lesson 5: Sunshine and rainbows Lesson 6: Foggy days	Get Set 4 PE Fundamentals: Unit 2  Lesson 1: At the circus Lesson 2: On safari Lesson 3: Under the sea Lesson 4: Space explorers Lesson 5: At the farm Lesson 6: Into the woods	Get Set 4 PE Gymnastics: unit 2  Lesson 1: Jack and the Beanstalk Lesson 2: Jack and the Beanstalk Lesson 3: Jack and the Beanstalk Lesson 4: Goldilocks and the Three Bears Lesson 5: Goldilocks and the Three Bears Lesson 6: Goldilocks and the Three Bears	Get Set 4 PE Games: unit 2  Lesson 1: Polar regions Lesson 2: The rainforest Lesson 3: Australia Lesson 4: Wild West Lesson 5: India Lesson 6: Far East	Get Set 4 PE Dance: unit 2  Lesson 1: My visit to the park Lesson 2: Under the sea Lesson 3: At the fireworks display Lesson 4: At the fireworks display Lesson 5: The Jungle Lesson 6: On the farm
<b>Fine motor skills (see weekly planning)</b>	Mark making- patterns Scissor skills Daily finger gym Playdough Weaving	Mark making- letter formation Threading Scissor skills Daily finger gym	Scissor skills Daily finger gym Playdough Threading Pencil patterns	Letter formation Scissor skills Daily finger gym Playdough	Scissor skills Playdough Patterns Sewing Threading	Scissor skills Playdough Patterns Sewing Threading

	Threading	Playdough Tracing			Weaving	Weaving
<b>Literacy: Writing</b>	Letter formation of set 1 sounds daily Name recognition Name writing Mark making opportunities, adult led and child initiated Adult led writing opportunities weekly → <ul style="list-style-type: none"> <li>- Naming self portraits</li> <li>- When I grow up I will be...</li> <li>- Family labels</li> <li>- Postcard writing</li> <li>- Senses treasure hunt recording</li> </ul>	Handwriting practise Name writing Mark making opportunities adult led and child initiated CVC word writing Adult led writing opportunities weekly → <ul style="list-style-type: none"> <li>- Recipe writing</li> <li>- Letters to Santa</li> <li>- Christmas cards</li> </ul>	Finger spaces CVC and CVCC words Simple sentences Full stops Letters to aliens	Finger spaces Days of the week Simple sentences Full stops Fact files	Capital letters, finger spaces, full stops. Independent short sentences and labels Wanted posters Letters Taste review Instructions Medical/ fire reports Appointments	Capital letters, finger spaces, full stops. Independent short sentences and labels
<b>Talk for Writing</b>	<b>Fiction pattern:</b> <b>Text:</b> Three Little Pigs When I grow up <b>Focus:</b> Repeating language, holding a sentence, innovating with own aspiration. Use of 'I' Story telling language. <b>Children to write:</b> what the next little pig built his house from.  <b>Text type:</b> Labels <b>Text:</b> children will label their family portraits. (mark making/ some initial sounds)  <b>Focus:</b> Exploring <b>Type:</b> rhyming words <b>Theme:</b> The 5 senses	<b>Fiction pattern:</b> <b>Text:</b> Pumpkin soup <b>Focus:</b> writing a list  <b>Text type:</b> recipe/ instructions <b>Text:</b> Pumpkin soup recipe  <b>Focus:</b> Performing <b>Type:</b> <b>Theme:</b> Festivals and celebrations	<b>Fiction pattern:</b> <b>Text:</b> Whatever next <b>Focus:</b> Composing a sentence orally and 'holding in head'.  <b>Text type:</b> Letter writing/ postcard <b>Text:</b> Postcard from an alien Space shape poems	<b>Fiction pattern:</b> <b>Text:</b> The Very Hungry Caterpillar <b>Focus:</b> Story sequencing and writing sentences  <b>Text type:</b> Fact file/ Non-chron report <b>Text:</b> Tadpole fact file <b>Children to write:</b> <b>Butterfly fact file</b>  <b>Focus:</b> Exploring <b>Type:</b> acrostic <b>Theme:</b> Sunflower	<b>Fiction pattern:</b> <b>Text:</b> The gingerbread man <b>Focus:</b> Simple sentence writing with capital letters and full stops.  <b>Text type:</b> recipe/ instructions <b>Text:</b> Gingerbread recipe <b>Children to write:</b> How to decorate a gingerbread man	<b>Fiction pattern:</b> <b>Text:</b> Percy Pike and the Pirates <b>Focus:</b> Positional language Directions for treasure maps  <b>Text type:</b> Report <b>Text :</b> Report on a seahorse <b>Children to write:</b> report on a sea creature  <b>Focus:</b> Performing <b>Theme:</b> Under the sea
<b>Literacy: phonics</b> *subject to change in line	<b>Read Write Inc Phonics</b> Carousel approach	<b>Read Write Inc Phonics</b> Introduce green word cards to segment and blend with known sounds.	<b>Read Write Inc Phonics</b> Word cards including 4 sounds and blending books	<b>Read Write Inc Phonics</b> Introduce 'alien words'	<b>Read Write Inc Phonics</b> Word cards including 5 sounds	<b>Read Write Inc Phonics</b> Introduce set 2 sounds

with assessment based on individual children	Introduce one set 1 sound a day, with letter formation. Begin blending and segmenting with taught sounds. Introduce digraph ck + ff, ll and ss. Assessment	Introduce digraphs sh, th, ch, qu, nk, ng Introduce blending books to set 1.7 Assessment	Ditty books moving to red books. Streamed and reading at correct level	Introduce 'tricky words' Streamed and reading at correct level	Tricky words Red books and red word cards Streamed and reading at correct level	Set 2 word cards Tricky words Streamed and reading at correct level
<p>Maths White Rose</p> <p><i>Mastering maths</i></p>	<p><b>Getting to know you</b> <b>Match, sort and compare</b> Sorting by size, amount, type <b>Talk about measure and pattern</b> Mass, length, capacity and pattern</p> <p><b>Mastering maths</b> <i>Subitising to 4</i> <i>Comparing amounts</i> <i>5 frames</i> <i>Counting to 5</i></p>	<p><b>Its me 1, 2, 3!</b> Representing, comparing and composition of 1,2,3. <b>Circles and triangles</b></p> <p><b>1, 2, 3, 4, 5</b> Representing numbers to 5. One more, one less. Shapes with 4 sides Time <b>Shapes with 4 sides</b></p> <p><b>Mastering maths</b> <i>Composition of numbers to 5</i> <i>Counting, ordinality and cardinality</i> <i>More than/ less than</i></p>	<p><b>Alive in 5!</b> Introducing 0 Comparing numbers to 5 Composition of 4 and 5.</p> <p><b>Mass and capacity</b></p> <p><b>Growing 6, 7, 8.</b> 6, 7 and 8. Combining 2 amounts Making pairs Length and Height Time</p> <p><b>Mastering maths</b> <i>Subitising to 6</i> <i>Recognise and order numbers to 5</i> <i>Compare amounts and quantities</i></p>	<p><b>Length, height and time</b></p> <p><b>Building 9 and 10.</b> Counting to 9 and 10 Comparing numbers to 10 Bonds to 10</p> <p><b>3D shape</b> 3D shapes Spatial awareness Patterns</p> <p><b>3 weeks revisiting knowledge and consolidating as required.</b></p> <p><b>Mastering maths</b> <i>Composition of numbers to 10</i> <i>Counting past 10</i> <i>Doubles</i></p>	<p><b>To 20 and beyond</b> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning Match, rotate and manipulate.</p> <p><b>How many now?</b></p> <p><b>Manipulate, compose and decompose</b> Deepening understanding of patterns and relationships Spatial reasoning Mapping</p> <p><b>Mastering maths</b> <i>Counting on from a given number</i> <i>Composition and arrangements to 10</i> <i>Missing numbers to 10</i></p>	<p><b>Sharing and grouping</b></p> <p><b>Visualise build and map</b> Patterns Mapping</p> <p><b>Make connections</b> Deepen understanding Patterns and connections</p> <p><b>Mastering maths</b></p>

<p>Understanding of the World</p> <p>Past and Present</p> <p>People, culture and communities</p> <p>The Natural World</p>	<p>5 senses Body parts Swirl by Swirl: patterns in nature</p> <p>Own lives Differences in families: talk about their immediate family and community</p> <p>Understanding where we live Places around the world and other cultures → Oddizi</p> <p>Small world: dolls house Role play: home corner</p> <p>RE: Being special, where do we belong?</p>	<p>Seasonal changes → night/ day, days shorter * Hibernation</p> <p>Road safety: PCSO and lollipop person Christmas: compare how it is celebrated now to in the past.</p> <p>Special places to people in communities Different beliefs and celebrations: Halloween, Diwali, Remembrance, Bonfire night, Christmas</p> <p>RE: Incarnation Why do Christians perform Nativity plays at Christmas?</p>	<p>Earth and Space Different environments on Earth The moon day/night Taking care of the environment</p> <p>Explorations in Space Images of space now compared to the in the past Four Lanes now/ in the past</p> <p>Our local area Maps of our local area Local community Visit to the local library</p> <p>RE: What times/ stories are special to us?</p>	<p>Life cycles Plant growth Healthy eating</p> <p>Farming equipment now/ in the past</p> <p>Farming- Cornwall and farming in other areas of the world. Easter</p> <p>RE: Salvation Why is Easter special for Christians?</p>	<p>Skeletons and x-rays Staying healthy</p> <p>People who help us: Fire service, Police, Ambulance/ Medicine, coastguard,</p> <p>Important roles in the community Jobs and careers</p> <p>RE: Why is the word 'God' special to Christians?</p>	<p>Oceans Sea creatures Taking care of the oceans</p> <p>Beach clothes in the past to now Beach activities in the past to now Jaques Cousteau- aqua lung</p> <p>Coastguard, lifeguards, RNLI</p> <p>RE: Sacred Places What places are special and why?</p>
<p>Expressive arts and design</p>	<p>Only one me: pebbles (paint) Self portraits: start and end of half term (crayons/ pencils) Flags Playdough Painting</p> <p>Artist: Yayoi Kusama → Pumpkin pastel art Szilajka Erzsebet → pebble art</p>	<p>Christmas cards Music : nativity Singing Salt dough Diwa lamps</p> <p>Artist: Wassily Kandinsky → circle and triangle shape</p>	<p>Papier mache planets Building rockets- junk modelling Origami star Wax resist painting Paint printing</p> <p>Artist: Charles Bitteringer → space art</p>	<p>Paper caterpillars Life the flap caterpillar Symmetry painting Mixed media life cycles Origami frog</p> <p>Artist: Vincent Van Gogh: sunflower art</p>	<p>Collage Role play costumes Role play vehicles</p> <p>Portraits (Kings Coronation)</p>	<p>Discuss dance and performances. Focus on feelings and responses.</p> <p>Diorama- under the sea</p> <p>Artist: Andy Goldsworthy</p>

	DT: using junk modelling station → introduce masking tape.	art collage, watercolour, paint  DT: hinges and catches	DT: vehicles→ wheels	DT: flaps and cycles using split pins	DT: sewing	DT: hats→ sun hat
Access art	<b>What can we see?</b> Finding circles <b>Artist: Wassily Kadinsky</b>  <b>How can we explore materials and marks?</b> Drawing on pebbles Wax rubbings	<b>What can we see?</b> observational drawing <b>Artist: Cezanne</b>  <b>How can we explore materials and marks?</b> Autumn floor textiles	<b>How can we build worlds?</b> Carboard creations  <b>How can we explore colour?</b> To colour -Light table	<b>How can we explore 3D materials?</b> Bug hotels  <b>How can we explore materials and marks?</b> Ducklings	<b>How can we use our imaginations?</b> Prop making for toys Imaginative collage  <b>How can we explore materials and marks?</b> Collage streets <b>Artist: Tatsuya Tanaka,</b>	<b>How can we build worlds?</b> World in a shoebox <b>Artist: Alison Kiphuth</b>  <b>How can we use our bodies to make art?</b> Talking points: dancing to art
Music	<b>Music with specialist:</b> Call and repeat songs Pulse and beat Named instruments Played instruments Identified sounds Copied rhythms	<b>Charanga</b> <b>My Stories</b> <i>Main songs:</i> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song  <i>Cross curricular:</i> Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.  <i>Explore and create:</i> *Find the pulse as one of the characters from the song. *Copy-clap the rhythm of small phrases from the songs. *Explore high pitch and low pitch in the context of the songs.	<b>Charanga</b> <b>Everyone</b> <i>Main songs:</i> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes  <i>Cross curricular:</i> Family, friends, people, music from around the world.  <i>Explore and create:</i> *Invent ways to find the pulse. *Copy-clap some rhythms of phrases from the songs. *Explore high pitch and low pitch in the context of the songs. * Use the starting note to explore melodic patterns using one or two notes	<b>Music with specialist:</b> Call and repeat songs Pulse and beat Named instruments Played instruments Identified sounds Copied rhythms	<b>Charanga</b> <b>Our World</b> <i>Main songs:</i> Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey  <i>Cross curricular:</i> Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.  <i>Explore and create:</i> *Find the pulse and show others your ideas. *Copy-clap some rhythms of phrases from the songs. *Explore high pitch and low pitch using the images from the songs. *Use the starting note to explore melodic patterns using one or two notes.	<b>Music with specialist:</b> Call and repeat songs Pulse and beat Named instruments Played instruments Identified sounds Copied rhythms

		*Invent a pattern to go with a song using one note.				
Trips/ visitors/ experiences	Family photos, visitors from family members/ different jobs Visit from Father Peter linked to RE Harvest Festival  Visit to woods	Nativity Church- Christingle service Post office Highway Farm pumpkin soup	Visit to the Church Visit to the Post Office Visit to the Park	Farm visit Caterpillar- butterfly observation experience Tadpoles Growing seeds	Fire Service visit RNLI visit Skype call with a doctor (radiologist) Police visit	Beach trip Aquarium visit/ seal sanctuary