

Reception Long Term Plan

	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 6 weeks	Summer 2 7 weeks
EYFS topic	All about me	Colour and Celebration	Fantastic Beasts	Marvelous Machines	It's Alive	At the seaside
Whole school events or celebrations	Diwali	Christmas Owl visit	Chinese New Year Safer Internet Day	Shrove Tuesday Easter Science Week World Book Day	Eid	
Key Texts	Class Author week This is our House Ruby's Worry (PoR) Our senses (NF) Knuffle Bunny (PoR)	Biscuit Bear (PoR) Owl Babies (PoR) All about Owls (NF) Stanley's Stick (PoR) Stickman Christmas (NF)	Dinosaurs Dear Dinosaur If the Dinosaurs came back Tyrannosaurus Drip (PSED focus) Dinosaur (NF)	Naughty Bus (PoR) 3 Little Pigs Jabaria Tries (PoR) Easter (NF)	Gigantic Turnip (PoR) Handa's Surprise (PoR) The Gruffalo (PoR) Bog Baby (PoR) Planting (NF)	Billy's Bucket (PoR) Please, Mr Magic Fish (PoR) Clean Up Surprising Sharks (NF)
Communication and Language	Listening, Attention and Understanding *Learn the daily routines and expectations and some new vocabulary linked to this *Begin to understand 'why' questions *Understand how to listen carefully and why we need to listen. *Begin to engage in story times by joining in with repeated refrains. *Learn more rhymes and songs.	Listening, Attention and Understanding *Begin to fill in rhyming words in stories. *Begin to talk about stories to build familiarity and understanding (including characters, events and settings) *Learn some poetry	Listening, Attention and Understanding *Can hold a 'back and forth' conversation with their peers. *Listens carefully to and learn new rhymes, poems and songs *Begin to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary.	Listening, Attention and Understanding *Listen to and talk about stories to build familiarity and understanding. *Begin to understand humour e.g. nonsense rhymes / jokes	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. *Understand humour more readily	Listening, Attention and Understanding *Make comments about what they have heard and ask questions to clarify their understanding. *Hold conversation and can be engaged in back-and-forth exchanges with their peers and teachers.

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	<p>Speaking</p> <ul style="list-style-type: none"> *Begin to use new vocabulary throughout the day. *Begin to ask questions to find out more *Begin to share their ideas 	<p>Speaking</p> <ul style="list-style-type: none"> *Ask questions to check their own understanding. *Begin to articulate their ideas in well-formed sentences. *Begin to use some connectives in their speech *Begin to describe events in more detail *Begin to retell a simple story using some repetition and their own words. 	<p>Speaking</p> <ul style="list-style-type: none"> *Use new vocabulary in different contexts. *Ask questions to find out more and to check if they understand what has been said to them. *Articulate their thoughts in well-formed sentences. 	<p>Speaking</p> <ul style="list-style-type: none"> *Connect one idea or action to another using a range of connectives. *Describe events in more detail. *Use talk to help work out problems, organise thinking and activities and to talk about how things work and why things happen. *Develop and use social phrases with confidence 	<p>Speaking</p> <ul style="list-style-type: none"> *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary *Offer explanations for why things may happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 	<p>Speaking</p> <ul style="list-style-type: none"> *Express their ideas and feelings about their own experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
<p>Personal, Social and Emotional Development</p>	<p>Self-Regulation</p> <ul style="list-style-type: none"> *Begin to identify and name emotions using class emotion chart *Begin to set own goals and show resilience and perseverance when faced with challenges *Begin to identify and moderate own feelings socially and emotionally *Learn the daily routine and is able to follow instructions such as tidying up 	<p>Self-Regulation</p> <ul style="list-style-type: none"> *Name emotions and begin to identify why they may be feeling this way *Talk about the emotions of characters in stories and link back to their own experiences *Set a shared goal with a friend *Develop skills to keep calm, be patient, turn taking and sharing 	<p>Self-Regulation</p> <ul style="list-style-type: none"> *Is able to confidently express feelings using class emotion chart *Beginning to talk about and moderate their own feelings 	<p>Self-Regulation</p> <ul style="list-style-type: none"> *Will set own goals and show resilience and perseverance when faced with a challenge *Is beginning to think about the perspective of others 	<p>Self-Regulation</p> <ul style="list-style-type: none"> *Show an understanding of their own feelings and those of others and begins to regulate their own behaviour accordingly *Gives focused attention to what the teacher says, responding appropriately, even when engaged in an activity 	<p>Self-Regulation</p> <ul style="list-style-type: none"> *Can set and work towards simple goals, being able to wait for what they want *Is able to show ability to follow instructions involving several ideas or actions

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	<p>Managing Self *Manage own self care – is able to go to the toilet independently *Can put own coat on independently *Explores the reception unit and will try out new activities with support or encouragement *Can talk about toothbrushing and why it is important</p> <p>Building Relationships *Is able to think of some positive words to describe themselves *Beginning to play alongside other children in the classroom</p>	<p>Managing Self *Can put on own coat and fasten zip and/or buttons *Can put own shoes on independently *Will try new activities independently *Is able to talk about the importance of daily exercise and healthy eating *Is able to name some features of being a safe pedestrian (link to road safety week)</p> <p>Building Relationships *Beginning to build relationships with peers in the class</p>	<p>Managing Self *Can confidently manage all self care needs *Is able to talk about the effects that exercise has on their body and why it is important to stay healthy</p> <p>Building Relationships *Can see themselves as a valuable member of the class and is able to talk about their strengths</p>	<p>Managing Self *Can talk about the different factors that support their overall health and wellbeing (sensible amount of screen time, sleep routine, being a good pedestrian)</p> <p>Building Relationships *Continues to build upon and develop constructive and respectful relationships</p>	<p>Managing Self *Is confident to try new activities and show independence, resilience and perseverance in the face of challenge. *Understands the rules we have and is able to follow them</p> <p>Building Relationships *Work and play cooperatively and can take turns with some support *Form positive attachments to adults and friendships with their peers</p>	<p>Managing Self *Is able to follow rules and explain the reason for the rules that we have. Manage all basic hygiene and personal needs, understands the importance of healthy food choices.</p> <p>Building Relationships *Is able to take in turns with others without prompts *Shows sensitivity to their own needs and the needs of others.</p>
Physical Development	<p>Gross Motor Skills *Revise and refine the fundamental movement skills they have already acquired (rolling, crawling, walking, jumping,</p>	<p>Gross Motor Skills *Begin to develop overall body strength, balance, co-ordination and agility *Will set own physical goal (during PE</p>	<p>Gross Motor Skills *Continue to refine the fundamental movement skills they have already acquired *Begin to progress towards a more fluent</p>	<p>Gross Motor Skills *Develop overall body strength, balance, co-ordination and agility *Combine different movements with ease and fluency</p>	<p>Gross Motor Skills *Negotiate space and obstacles safely, with consideration for themselves and others</p>	<p>Gross Motor Skills *Demonstrate strength, balance and coordination when playing</p>

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	<p>running, hopping, skipping, climbing) *Begin to develop a good posture when sitting at a table or on the floor *Begin to develop the skills they need to manage the school day successfully (lining up, mealtimes, personal hygiene)</p> <p>Fine Motor Skills *Develop use of tripod grip when writing *Continue to develop small motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, knives, forks and spoons)</p>	<p>lessons and obstacle courses) *Begin to combine movements and can change movements or directions quickly *Further develop and refine ball skills (throwing, catching and kicking) using different sizes and types of balls.</p> <p>Fine Motor Skills *Consolidate tripod grip and ensure this is used consistently *Continue to carry out fine motor activities to continually develop necessary skills</p>	<p>style of moving, with developing control *Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Fine Motor Skills *Continue to develop small motor skills to use necessary equipment with ease *Begin to develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>*Further develop and refine a range of ball skills including passing, batting and aiming</p> <p>Fine Motor Skills *Continue to develop small motor skills to use necessary equipment with ease *Continue to develop foundations of handwriting, ensuring that a correct pencil grip is being used and correct letter formation (see writing)</p>	<p>*Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p> <p>Fine Motor Skills *Hold a pencil effectively to aid fluent writing (tripod grip)</p>	<p>Fine Motor Skills *Use a range of small tools effectively *Begin to show accuracy and care when drawing</p>
Literacy	<p>Comprehension / Word Reading *Re-tell simple stories using their own words *Identify the main characters in a story *Understand that books in English are read from left to right</p>	<p>Comprehension / Word Reading *Retell simple stories using their own words and some recently introduced vocabulary. Recall key events from a story *Talk about the main characters in a story</p>	<p>Comprehension / Word Reading *Begin to use and understand some recently introduced vocabulary during discussions about stories</p>	<p>Comprehension / Word Reading *Take on the role of a character using some story language (through role play, small world activities) *Begin to predict what may happen next in a story</p>	<p>Comprehension / Word Reading *Continue to develop oral blending and segmenting skills *Demonstrate an understanding of what has been read to them by retelling stories using their</p>	<p>Comprehension / Word Reading *Talk about the relationships between one text and another *Comment on links with own life experience and other experiences such as books</p>

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	<p>*Read individual letters by saying the sounds for them (at a pace secure to their phonic knowledge) *Begin to blend sounds into words so that they can read short words made up of known GPCs *Begin to read some common exception words matched to the little wandle phonic programme (see phonics progression)</p> <p>Writing *Can recognise own name and can form some recognisable letters when writing own name from memory *Begin to form lower case letters correctly *Begin to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs</p>	<p>*Begin to understand 1-1 correspondence *Continue to develop blending skills to read VC and CVC words within their phonic knowledge *Begin to read simple phrases and sentences *Develop ability to read some common exception words matched to the Little Wandle phonic programme (see phonics progression)</p> <p>Writing *Can write name from memory, with correct letter formation *Begin to write lists and captions *Begin to re-read own writing</p>	<p>*Talk about likes and dislikes of stories, rhymes and poems *Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment *Develop ability to read some common exception words matched to the Little Wandle phonic programme (see phonics progression)</p> <p>Writing *Can form most lower-case and capital letters correctly *Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs</p>	<p>*Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment *Develop ability to read some common exception words matched to the Little Wandle phonic programme (see phonics progression) *Read simple phrases and sentences</p> <p>Writing *Write captions/phrases and simple sentences *Orally rehearse sentences before writing *Re-read what they have written to make sure it makes sense *Begin to write a variety of fiction and non-fiction sentences</p>	<p>own words and recently introduced vocabulary *Read words consistent with their phonics knowledge *Develop ability to read some common exception words matched to the Little Wandle phonic programme (see phonics progression)</p> <p>Writing *Write recognisable letters (lower case and capital), most of which are formed correctly *Spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs *Write simple sentences that can be read by others</p>	<p>Writing *Carry out a range of writing tasks that can be read by themselves and others. *Orally rehearse sentence before writing it down *Use finger spaces, capital letters and full stops consistently in their writing.</p>
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<p>Phonics</p>	<p>Phase 2 Little Wandle</p> <p>New sounds taught s a t p i n m d g o c k c k e u r h b f l</p> <p>Tricky words ls, the, l</p>	<p>Phase 2 Little Wandle</p> <p>New sounds/skills taught ff, ll, ss, j v, w, x, y z, zz, qu, ch words with s /s/ added at the end (hats sits) sh, th, ng, nk</p> <p>Tricky words As, and, has, his, her, go, no, to, into, she, he, of, we, me, be</p>	<p>Phase 3 Little Wandle</p> <p>New sounds/skills taught ai ee igh oa oo oo ar or ur, ow, oi, ear air er words with double letters: dd mm tt bb rr gg pp ff Longer words</p> <p>Tricky words Was, you they, my, by, all, are, sure, pure</p>	<p>Phase 3 Little Wandle</p> <p>No new sounds. New skills taught Review phase 3 sounds words with double letters longer words Words with two or more digraphs longer words words ending in -ing compound word words with s in the middle /z/ s words ending -s words with -es at end /z/</p> <p>Tricky words Review all taught so far and secure spelling</p>	<p>Phase 4 Little Wandle</p> <p>No new sounds. New skills taught short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCVC CCCVC longer words longer words compound words root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est</p> <p>Tricky words Said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</p>	<p>Phase 4 Little Wandle</p> <p>No new sounds. New skills taught long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending -s /s/ Phase 4 words ending -s /z/ Phase 4 words ending -es longer words root word ending in: - ing, -ed /t/, -ed /id/ /ed/, -ed /d/ root word ending in: - er, -est longer words</p> <p>Tricky words Review all taught so far and secure spelling</p>
<p>Maths</p>	<p>*Match and sort objects and compare amounts *Compare size, mass and capacity *Explore patterns *Develop use of positional language</p>	<p>*Representing, comparing and exploring the composition of numbers 1, 2 and 3 *Representing numbers to 5</p>	<p>*Introducing zero *Comparing numbers to 5 *Composition of numbers 4 & 5 *Compare Mass *Compare capacity *Exploring the numbers 6, 7 and 8</p>	<p>*Making pairs *Combining 2 groups of objects *Exploring the numbers 9 & 10 *Number bonds to 10 *To name and describe common 3d shapes</p>	<p>*Build numbers beyond 10 *Explore counting patterns beyond 10 *Adding more and taking away *Develop spatial reasoning by matching, rotating</p>	<p>*Doubling a group of objects *Sharing and grouping objects *Identifying even and odd numbers *Develop a deepening understanding of</p>

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		<ul style="list-style-type: none">*Exploring one more than and one less than numbers to 5*Exploring circles and triangles*Begin to use and follow positional language*Exploring different shapes with 4 sides*Beginning to explore time and use some time related vocabulary	<ul style="list-style-type: none">*Developing an understanding of length and height and using subject specific vocabulary		<ul style="list-style-type: none">and manipulating different objects	<ul style="list-style-type: none">patterns and relationships*Spatial reasoning, visualise, build and mapping
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<p>Understanding the World</p>	<p>Past and Present *Talk about own experiences and things that are special to them</p> <p>People, Culture and Communities *Talk about members of their immediate family *Name and describe people who are familiar to them</p>	<p>Past and Present *Begin to comment on images of familiar situations in the past</p> <p>People, Culture and Communities *Describe family members using words such as older, younger *Begin to understand that some places are special to members of their community (talk about special places they go to with their families *Begin to recognise that people have different beliefs and celebrate things in different ways (for example how different people celebrate birthdays) *Develop a knowledge and</p>	<p>Past and Present *Comment on images of familiar situations in the past</p> <p>People, Culture and Communities *Talk about members of their immediate family and community *Name and describe people who are familiar to them</p>	<p>Past and Present *Talk in more detail about images of familiar situations in the past</p> <p>People, Culture and Communities *Recognise that different people have different beliefs and celebrate special times in different ways *recognise some similarities and differences between life in this country and other countries</p>	<p>Past and Present *Talk about the lives of the people around them and their roles in society</p> <p>People, Culture and Communities *Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps. *Is able to talk about the different religious and cultural communities they have learnt about throughout the year</p>	<p>Past and Present *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.</p> <p>People, Culture and Communities *Can identify similarities and differences between the different religious and cultural communities that we have learnt about *Can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction and some maps. *Understand that we are all different and unique</p>
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	<p>Natural World *Enjoy spending time outdoors, observing the natural world around them *Describe what they see, hear and feel while outside</p> <p>Computing *Select and use technology for a certain purpose for example How to turn on an iPad to take a picture and to independently use the interactive whiteboard to select their meals. *To begin to understand the importance of keeping ourselves safe by not sharing our personal</p>	<p>awareness of other festivals</p> <p>Natural World *Begin to talk about the effect of changing seasons on the natural world around them</p> <p>Computing *To follow simple oral instructions to develop their understanding of an algorithm *To begin to understand the importance of keeping ourselves safe online and when using devices</p>	<p>Natural World *Explore the natural world around them *Describe what they see, hear and feel whilst outside and how this is changing throughout the year</p> <p>Computing *Program a programmable toy e.g. Bee-Bot to follow a set of simple instructions. *Continue to develop our understanding of e-safety (e-safety day). *To use the internet to research a topic safely.</p>	<p>Natural World *Understand the effect of changing seasons on the natural world around them</p> <p>Computing *To understand the purpose of machines and how to use it safely. *To use a device and an app to sequence and retell a story. *Continue to develop our understanding of e-safety using other devices including apps.</p>	<p>Natural World *Explore the natural world around them, making observations and drawing pictures of animals and plants. *Knows some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what has been read in class</p> <p>Computing *Continue to develop our use of different apps to animate a character. *Continue to develop our understanding of e-safety using other devices including apps</p>	<p>Natural World *Understand and can talk about some important processes and changes in the natural world around them, including the seasons</p> <p>Computing *Introduce chrome books to develop their typing skills. *Continue to develop our understanding of e-safety using all devices at home and at school.</p>
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<p>Expressive Arts and Design</p>	<p>Creating with Materials *Draw with increasing complexity and detail, such as representing a face with a circle and including details *Continue to explore colour</p> <p>Being Imaginative and Expressive *Take part in simple pretend play *Begin to listen attentively to music *Sing in a group or on their own</p>	<p>Creating with Materials *Show different emotions in drawings and paintings *Continue to explore colour mixing *Safely use and explore a variety of materials and tools *Explore new techniques *Talk about new creations</p> <p>Being Imaginative and Expressive *Begin to develop storylines in their pretend play *Talk about how the music I listen to makes me feel *Begin to make up own verses for familiar songs *Begin to explore and engage in music making and dance</p>	<p>Creating with Materials *Explore and use a variety of artistic effects to express their ideas and feelings</p> <p>Being Imaginative and Expressive *Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>Creating with Materials *return to and build on their previous learning, refining ideas and developing their ability to represent them *Create collaboratively, sharing ideas, resources and skills</p> <p>Being Imaginative and Expressive *Sing in a group or on their own, increasingly matching the pitch and following the melody *Explore and engage in music making and dance, performing solo or in groups *Develop storylines in their pretend play</p>	<p>Creating with Materials *Safely use and explore a variety of materials, tools and techniques with colour, design, texture, form and function</p> <p>Being Imaginative and Expressive *Invent, adapt and recount narratives and stories with peers and their teachers *Sing a range of well-known nursery rhymes and songs</p>	<p>Creating with Materials *Share their creations, explaining the process they have used *Make use of props and materials when role playing characters in narratives and stories</p> <p>Being Imaginative and Expressive *Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>
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