

Reception Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Texts [fiction, non-fiction]					
Time to Play Something Else Come to School too Blue Kangaroo Lion Inside Penguins Can't Fly Friends Little Red Hen Squirrels Autumn Search Prickly Hedgehog Autumn Seasons Don't Hog the Hedge	Bonfire! Sparks in the Sky Toffee Apple Night Rama and Sita Celebrate - Diwali Your Amazing Body From Head to Toe Come on Daisy My Five Senses Peace at Last Mrs Mole, I'm Home Princess and the Pea The First Christmas Celebrate - Christmas Variety of Christmas stories	The Sun and the Wind What Makes it Rain The Windy Day It was a Cold Dark Night Skip Through the Seasons Robin's Winter Song Jane Hissey stories The Old Toy Room Oliver's Vegetables Spaghetti and the Yeti The Little Mouse, the Red Strawberry and the Big Hungry Bear Granny goes to Market Story of Chinese New Year Celebrate – Chinese New Year	Sun, Moon and Stars The Sun Lost Stars My Book of Opposites Harry the Dirty Dog Day Monkey, Night Monkey Busy Eid Id-Ui-Fitr How to Grow a Dinosaur Dinosaurs Fossils Celebrate – Easter Easter story Rabbit's Spring Adventure	My First Book of Transport Emergency How will we get there? The Very Greedy Bee Ants The Very Busy Spider Painted Lady [butterflies] Very Hungry Caterpillar A Tiny Seed How Flowers Grow Driving My Tractor Look Inside a Farm Celebrate – Passover Harold Finds a Voice Creepy Crawly Calypso Orchestra – instrument sound book My Family Grandpa Bodley's Photos	You Really Truly Do Belong Wibbly Pig Mammals The Selfish Crocodile The Great Pet Sale Pandemonium at the Zoo Vicky the Very Silly Vet Once There Were Giants Growing Up Teeth I can, You Can, Toucan
Class Texts [rhymes, poems]					
Marvellous Me I am Listening Friends All the Leaves are Falling Down Autumn Song	Bonfire Rhymes It's Diwali Head to Toes My senses First Christmas Nativity	Weather Weather the Weather Traditional rhymes Food for you and me Chinese New Year songs	Twinkle, Twinkle Opposites Eid Dinosaur rhymes and songs Easter Bunny Hot Cross Buns	Vehicle Song Minibeasts Move Around There's a Tiny Caterpillar on a Leaf Growing Rhymes We make music together People Who Love Me	Mammals Best Pet Yet One more step along the world I go

Language and Communication



Talk about themselves and others Sit attentively for a short period of time Use simple sentences to make wants and needs understood Engage in simple role play. Carry out a sequence of activities in pretend play.	Learn new vocabulary linked to Let's Get Together and SFA Join in with retelling a story Talk about stories to build familiarity and understanding Initiate interactions using talk. Take on a role and 'become' another person or thing – putting myself in another's shoes. Learn rhymes, poems and songs Listen to stories to build familiarity and understanding	To discuss the features of a story and make suggestions of how to alter it. To express ideas and feelings about their experiences Negotiate with others what role to play Take turns in conversations and alter what I say depending on what others have said.	To describe events and stories using full sentences. To begin to ask questions about familiar aspects of their environment Use new vocabulary in different contexts Connect an idea to another using connectives Be aware of my listener when speaking. Use sentences and simple manners to 'ask'. I can listen to others' ideas to develop my play.	To engage in meaningful conversations with others Listen attentively for 15 minutes. Ask relevant questions at appropriate times. Listen for answers when being read to, during whole class discussions and small group interactions Offer own ideas when participating in discussions using recently introduced vocabulary Work and play cooperatively and take turns with others I can express my opinions when in a group or playing collaboratively I demonstrate early negotiation skills.	To know a range of facts With support from an adult, use past, present and future tenses when having discussions and conversations With support from an adult, use conjunctions when having discussions and conversations Form positive attachments to adults and friendships with peers Show sensitivity to their own and others needs To begin to talk about why things happen using new vocabulary I can express my thoughts but also listen to the thoughts of others.
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TONGUE FU TALKING – WHITE BELT PRACTICE SPINE

STANCE				FLOW				MIND				BOND			
PRACTICE	BEHAVIOUR	EXPLORER MODE	PRESENTER MODE	PRACTICE	BEHAVIOUR	EXPLORER MODE	PRESENTER MODE	PRACTICE	BEHAVIOUR	EXPLORER MODE	PRESENTER MODE	PRACTICE	BEHAVIOUR	EXPLORER MODE	PRESENTER MODE
PACING	Speaks in 3–6 word chunks with a brief stop between chunks.	The student speaks in short chunks to a partner.	The student speaks in short chunks to the group.	VOCABULARY	Use one taught word in a sentence.	The student uses the taught word when speaking to a partner.	The student uses the taught word when explaining to the group.	CONTENT AND PURPOSE	The idea answers the prompt or names the topic.	The student gives an idea that answers the question.	The student gives an idea that matches the topic.	MANAGING INTERACTIONS	Waits until the speaker stops before speaking.	The student waits for their turn before speaking.	The student speaks when invited by the teacher
TONE	Use a midvolume voice with neutral or gentle pitch.	The student uses a friendly tone when sharing an idea.	The student uses a calm tone when speaking to the class.	REGISTER	Uses an everyday word or the taught word only.	The student uses everyday speech in discussion.	The student uses the taught word when speaking to the class.	METACOGNITION [MINDWALKERS]	Uses a thinking stem such as I think, I see, I know, or I wonder.	The student uses a thinking stem when sharing an idea.	The student says how they know or worked it out.	TURN-TAKING AND LISTENING	Responds to or repeats part of the previous idea.	The student builds on a peer's idea.	The student waits and then responds.
PRONUNCIATION	Familiar words are fully sounded.	The student says familiar words clearly to a peer	The student says familiar words clearly to the group.	GRAMMATICAL AWARENESS	Produces one clause with subject and verb.	The student says a full clause in discussion.	The student says a full clause to the group.	REASONING AND JUSTIFICATION	Produces a because clause independently and completes BSB with a teacher stem..	The student gives a because reason or completes a BSB stem.	The student states a because or BSB reason when guided	AUDIENCE AWARENESS	Body and face are oriented to the listener.	The student faces the partner when speaking	The student faces the group when speaking.
PROJECTION	Voice is audible at 2–4 metres without strain.	The student's voice is audible to the table group.	The student's voice is audible to the class.	SENTENCE STRUCTURE	Produces a clause, a because clause, or completes a scaffolded BSB sentence.	The student completes a because or BSB stem in discussion.	The student says a because or BSB sentence when prompted.	SUMMARISING	Restates a shared idea in eight words or fewer.	The student says what the group knows so far	The student tells the group the shared idea.	SELF-ASSURANCE AND RESILIENCE	Continues speaking after uncertainty or error.	The student retries the idea when unsure	The student continues speaking despite uncertainty
GESTURE AND POSTURE	Use one palm up, point, or show gesture per idea.	The student uses one simple gesture while speaking to a partner.	The student uses one simple gesture while facing the group.	RHETORICAL FLAIR	Adds one describing or emphasis word.	The student adds one describing word to an idea.	The student adds one engaging word when speaking to the group.	STRUCTURE	States two steps in order or completes a BSB sequence when guided.	The student explains steps using first or then	The student presents steps in order or completes BSB.	LIVELINESS AND ENGAGEMENT	Pitch or facial expression changes on a key word.	The student's voice or face shows interest.	The student's voice engages the audience.
EYES AND FACE	Look at the speaker for at least two seconds.	The student looks at the partner while listening.	The student looks at the audience while speaking.					FOCUS	The turn contains no topic shift.	The student stays on the task in discussion.	The student stays on the topic when speaking.	ENCOURAGEMENT AND COLLABORATION	Adds one idea after a peer contribution.	The student adds an idea after a partner speaks	The student includes a group idea when speaking.

Physical Development



To negotiate space Manipulate a variety of malleables to strengthen fingers, upper arms and shoulders Develop core strength and stability by having a good sitting posture. Engage in crossing the midline activities. Draw freely Control fingers to complete an activity. Pull a zip up and down. Thread small beads onto pipe cleaners. Use the strength in my hand to manipulate objects. Know how to play tagging games safely. Know what I need to do to balance on one leg. Follow instructions and play games. Twist, bend and reach whilst maintaining my balance. Keep my arms out and focus my eyes to help me balance. Travel around with control and awareness of others.	Develop good posture when sitting at a table To use a dominant hand To change speed and direction quickly outside. To begin to form taught letters correctly. To begin hold pencil correctly To begin to use scissors correctly Develop ball skills – pushing and kicking. Complete a sorting task using tweezers or tongs. Thread cut up straws onto pipe cleaners. Use tools safely and with control whilst hammering, threading and attaching. To use climbing equipment safely and confidently. Know that good balance means stillness. Show how to hop on one foot. Show how to travel on hands and feet in different ways. Show how to gallop sideways. Know what I need to do to stop quickly when running. Show how to jump two feet to two feet. Experiment with different ways of moving, testing out ideas and adapting movements to reduce risk.	Develop ball skills – throwing and catching To hold pencil correctly To engage in structured writing activities Use fingers and thumbs to make smaller, complex shapes. Cut on a line continuously. Complete a threading card. Explore new tools and materials. [hack saw, beading to cut] Using balance bikes Attack and defend in chasing games. Know some effects of activity on my body. Know that rocking involves moving forward or back or side to side on the same body part. Know how to share apparatus with others in my group. Perform a sequence of moves where I transfer the weight from one part of my body to another. Perform a log and egg and pencil roll with control and as part of a sequence. Roll sideways and forwards with control. Jump from low apparatus in different ways. Move from one roll to another by rocking.	To show good control and coordination in large and small movements Put pressure on paper with a To form taught letters correctly Use pincer grip to control tools. Button and unbutton. Thread nuts, bolts and washers. Join different materials using screwdrivers and screws. Use smaller types of construction sets. Use flat hands when travelling on hands and feet. Skip around an area. Know to release a ball near the floor when rolling an object. Know to bend my knees when landing from a jump. Know the difference between side galloping and galloping. Put opposite foot forwards when throwing.	Begin to show accuracy and care when drawing. Know what a good position of readiness looks like. Share space and run with my head up. Use my arms to help power me forward when jumping. Jump one foot to two feet and two feet to two feet. Know how to stand to throw over arm. Throw accurately. Know which parts of my body are important when jumping high. Know to draw my body back by lifting my front leg to generate power.	Trace with detail. Thread needles, sew big stitches Experiment with simple weaving on a small scale. Bend my legs when landing to cushion the impact. Construct a simple jumping sequence with a partner. Control a star jump and pencil jump. Jump showing good technique throughout take off and landing. Know what a half turn and quarter turn are. Jump through turns with control. Know some different jumping shapes. Know how to jump onto and off apparatus safely. Jump as part of a sequence of other movements. Know the difference between a leap a jump.
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PSED (SCARF)



To understand and adhere to boundaries To share resources To understand our class rules. To build relationships with adults and other children in school To use kind hands and words To use the visual timetable to understand the routines in school To learn how and why we wash our hands Talk about similarities and differences. Name special people in their lives. Describe different feelings. Identify who can help if they are sad, worried or scared. Identify ways to help others or themselves if they are sad or worried. Name the different seasons and describe their differences. Explain the changes that occur as seasons change. Talk about how they have grown in resilience. I can follow safety rules and instructions as I use the hammers and nails.	To express feelings in an appropriate way To persevere in the face of challenge To show care for others Describe their own positive attributes. Share their likes and dislikes. Build relationships with other children Understand about my brain. Suggest ways in which we can be kind towards others. Demonstrate skills in cooperation with others. Describe the changes in their body during exercise and what is happening to their body. Explain how exercise can help us stay well - physically and mentally. Name some ways to keep their body fit and well.	To understand how to make the right choices To negotiate the use of resources To consider the feelings of others To have an understanding of healthy food and exercise Name the special people in their lives. Understand that our special people can be different to those of others. Talk about why friends are important and how they help us. Identify ways to care for a friend in need. Identify ways to help others in their community. Identify safe/unsafe behaviours from others and know who to go to for help. Recognise the similarities and differences amongst their peers. Discuss why differences should be celebrated. Say something kind about someone else, and themselves. Talk about their family, customs and traditions. Listen to others talk about their experiences. Compare their own experiences with those of others	To understand that people need help and identify ways of being helpful To recognise how people will feel if you help them To see themselves as valuable individuals To recognise what they are good at To learn about the importance of sleep and sensible screen time Recognise that some skills take time to learn. Help others with tricky things. Celebrate the successes of their peers. Understand why our body needs sleep. Talk about their own bedtime routine. Name some hazards and ways to stay safe inside. Name some hazards and ways to stay safe outside. Show how to care for the safety of others. Name the special people in their lives. Understand that our special people can be different to those of others. Hold and grip drums sticks correctly. Perform basic drumming skills / techniques. Differentiate between right and left hands. Hit the drum pad correctly. Participate in a Drumba routine. Perform movements in unison.	To learn how to bounce back and show independence, resilience and perseverance in the face of challenge Be confident in trying new activities To show an understanding of own feelings and feelings of others To regulate behaviour To explain the reasons for rules To know right from wrong and behave accordingly. To learn the importance of road safety Name the people in their lives and community who help to keep them safe. Talk about ways to keep themselves safe in their environment To understand that animals and humans change in appearance over time. Use relevant vocabulary such as egg, seed, baby, grow, change, old, young (and the names for young animals). Make observations and ask questions about living things. Share ideas about activities that are safe to do on electronic devices (including not talking to any strangers online.) What to do and who to talk to if they feel unsafe online. Think about the healthy amount of time to spend on devices. Name things that keep their bodies safe. Name things that keep their bodies clean and protected. Think about how to recognise things that might not be safe.	To set goals and work towards them To give focused attention to what a grown up says even if engaged in an activity To show an ability to follow instructions involving several ideas or actions To manage own basic needs To understand the importance of healthy food choices and a healthy lifestyle Talk about why it's important to keep money safe. Identify ways to save money. Talk about why we save money. Recognise that adults can use devices like phones to pay for things. Recognise coins and other items relating to money. Identify the uses of money. Begin to understand that money can be kept safely in a bank as digital money. Recognise that adults can use devices like phones to pay for things. Think about the risks related to online gaming.
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Literacy



Success for All
Phonics

s, a, t, p, i, n, m, d, g, o, c, k, e, u, r	h, b, f, ff, l, ll, ss, j, v, w, x, y, z the, l, he, she, is, to, go, of, as, we, are, you, into	zz, qu, ch, sh, th, ng, ai, ee be, me, his, do, her, my, by	igh, oa, oo, oo, ar our, says, they, said, was, were, all, there, like	or, ur, ow, oi, ear here, where, today, when, what, come, some, friend, school, out	air, ure, er one, once, your, love, house, little
Transcription		Word level		Sentence level	
Drawing Club, Tongue Fu, Sponge Disco, Cross Midline Activities, Pegs To Paper		Drawing Club, Tongue Fu, Sponge Disco, Pegs To Paper		Drawing Club, Tongue Fu	
Draw circles. Discriminate between dissimilar symbols, patterns and shapes. Paint and draw freely and give meaning to my drawing. Understand that writing and drawing are different. Find my name from a choice Hear and identify and/or record* an initial sound when the word is dictated by an adult	Can draw a person on request with head, legs and body. Discriminate between similar symbols, patterns and shapes. Find my name from a choice, even if some also start with the same letter. Make my tools follow lines and marks. Copy sounds i have been taught. Label pictures by matching beginning sound with the letter. Copy letters and words from environmental print. Hear and record initial sounds to match a picture. Orally segment a cvc word and build it with the correct letters*	Discriminate between numbers and dissimilar letters. Write one or two letters independently – usually ones from my name. Voice my thoughts whilst writing. Can write some or all of my name. Use pens to colour enclosed shapes. Write a dictated cvc word Write cvc words to match a picture/object.	Hold a pencil using a conventional grip [key focus for left-handed children.] Discriminate between similar letters. Copy triangles, squares and other geometric shapes. Put pressure on the paper. Write cvc words using some digraphs. Write simple dictated captions [2 or more words] with support to retain the caption.	Coordinate shoulder, wrist and finger movements to write moving across and down the page. Static tripod grip – all fingers move as one. Create closed shapes using continuous lines. Write simple dictated phrases / sentences with support to retain the phrase / sentence.	Trace with detail. Start to use a full stop and some finger spaces between my words. Form most of my letters correctly. Write simple dictated phrases / sentences from memory that can be read by others.

Mathematics



Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Subitise objects and sounds Comparison of sets – 'just by looking' Use the language of comparison: more than and fewer than	Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets – by Matching Use the language of comparison: more than and fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3,4,5 Practice object counting skills Match numerals to quantities within 10 Verbal counting beyond 20	Subitising within 5 focusing on die patterns Match numerals to quantities within 5 Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	Focus on the staircase pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes – odd and even numbers	Counting larger sets and things that cannot be seen Subitising to 6 included in structured arrangements. Composition '5 and a bit' Composition of 10 Comparison – linked ordinality Play track games	Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting
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Understanding of the World



Welcome To School I am Amazing, I feel fine! Nearest and Dearest Season of Plenty	Fireworks Diwali Head to Toe Christmas	Winter Weatherland Things from the Past What's on the Menu Chinese New Year	Day and Night, Dark and Light Eid-Al-Fitr Dinosaurs Easter	Transport Buggy about Spring City Gardens and Country Farms Passover Sing a Song Belonging	Belonging Fur and Feathers How have I changed? Crafty Me!
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Expressive Arts and Design



Cutting: I use scissors to begin to make snips. Tears materials to make it the desired shape. Fixing: explores fastening items together. Use glue/masking tape to fasten paper. Stick/collage use glue to attempt to stick objects randomly.		Cutting: hold scissors correctly, show some control to cut materials. Fixing: fastens paper and card together with success, begin to explore joining thicker materials. Stick/collage: stick carefully selected items together to achieve desired purpose.		Cutting: uses scissors with increased control to cut out the desired shape from thicker materials as well as paper. Fixing: Demonstrate a range of fixing things together (2D and 3D objects). Checks that fastening is secure, selects media to achieve desired effect. Stick/collage: control and use glue spatula, make good decisions about the amount of glue/tape needed.	
Covers the paper in paint, paints in random directions. To experiment with colour and colour mixing. To make changes to malleable materials in ways such as patting, rolling, pinching and stretching. To use my hands to take apart, assemble and construct To give my puppets, role play characters and figures 'a voice'. Use drawing to represent ideas. paint and draw freely and give meaning to my drawing	Ascribe meaning to things I have painted. Explore and make different textures and describe these. Make specific shapes (2D). Build structures with blocks, boxes or planks. Construct and create with purposeful intent. Use drawing to represent movement and loud noises. (link to festivals) Chalking Draw a person on request with head, legs and body.	Paint a desired picture, using horizontal and vertical brushstrokes. Listen to ideas from others to develop my play. Develop stories using equipment and models i have made Use tools to assemble, take apart and construct. Use pens to colour enclosed shapes. Print with different objects and materials, independently. Print to create patterns and pictures. 	Explore printing with different objects. Paints onto chosen printing tool before printing. Prints to create patterns and pictures. Make imaginative small worlds from blocks and construction Explore new tools and materials. Talk about their constructions Use tools with increased control and appropriate hold. Paint using horizontal and vertical brushstrokes	Build structures combining materials when needed and include moving parts. Select the right tools and equipment to carry out my plan Can use tools to assemble, take apart and construct. Can retell events and experiences in my play. Can use different tools and techniques when working on my learning challenge. Uses cutters to remove any excess dough. Describe what would make my creation better. Experiment with diverse materials. Replicate notable artists. Observes objects on display when painting. Create closed shapes with continuous lines. Thick media (pastels thick pens, wax)	Make up stories with others including plays or puppet shows. Use different tools and techniques when working on my learning challenge. Uses tools to add detail. Use different paint effects to show emotions, movement or noises such as bold lines, splatter paintings or the use of colour. Begin to talk about art work. Talk about what i would like to make and record what materials i will need before i begin. Can share my creations, explaining the process i have used. Develop an understanding of using lines to enclose a space Begin to use drawing to represent actions and objects based on imagination, observation and experience.

Pre schematic stage – children create a tangible record of their thoughts. Symbols for different images may change as they search for new concepts.



Schematic stage – children have a definite way to portray certain objects using simple shapes



Realism stage – children add detail to their work and compare it to that of others work and real objects/images.

