**Reception Long Term Plan**

|  |  |  | **Autumn 1**  **Being me in my world**  **Special people** | **Autumn 2**  **Celebrating differences** | **Spring 1**  **Dreams, Goals and Celebrations** | **Spring 2**  **Past and Present**  **Traditional Tales** | **Summer 1**  **Growing** | **Summer 2**  **The World Around**  **Changes** |
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| **CL** | **Listening, Attention and Understanding (ELG 01)** | Talking partners  Back and forth talk  Adult interactions  Think out loud  Model new language  Make connections  Repetition | | | | | | |
| **Speaking**  **(ELG 02)** |
| **PSED** | **Self regulation (ELG 03)** |  | PSED is taught through day to day interactions during both child and adult led activities, ability to follow rules and expectations set in school, response to circle time, mindfulness, peer massage, yoga, using the toilet, changing their shoes and putting on their coat as well as planned PSED lessons | | | | | |
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| **Managing self**  **(ELG 04)** | **PSHE**  **(Jigsaw)** |
| **Being Me in My World (Jigsaw PSHE**)  *The children learn about how they have similarities and differences from their friends and how that is OK.* | **Celebrating Difference (Jigsaw PSHE)**  *The children are encouraged to think about things that they are good at whilst understanding that everyone is good at different things.* | **Dreams and Goals (Jigsaw PSHE)**  *The children consider challenges and facing up to them. They discuss not giving up and trying until they have achieved their goal.* | **Healthy Me (Jigsaw PSHE)**  *The children learn about their bodies: the names of some key parts as well as how to stay healthy.* | **Relationships (Jigsaw PSHE)**  *Children are introduced to the key relationships in their lives. They learn about families and the different roles people can have in a family.* | **Changing Me (Jigsaw PSHE)**  *Children are encouraged to think about how they have changed from being a baby and what may change for them in the future.* |
| **Building relationships**  **(ELG 05)** |
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| **PD** | **Gross Motor Skills**  **(ELG 06)** | **PE**  **(Get set for PE)** | Dance (unit 2)  Gymnastics (unit 2) | Gymnastics (unit 2)  Fundamentals (unit 2**)** | Introductions to PE (unit 2)  Ball Skills (Unit 1) | Ball Skills (unit 2) | Games (unit 1) | Games (unit 2) |
| **Fine Motor Skills ((ELG 07)** |  | squiggle while you wiggle  dough disco  pen disco  finger gym  indoor/outdoor activities | | | | | |
| **LIT** | **Comprehension (ELG 08)**  **Word Reading (ELG 09)** | **Reading**  *(Read Write Inc)* | **Read Write Inc. Daily Phonics and Reading**  Whole Class Daily Sessions  Focus on the first 16 single sounds.  **Wider Reading**  Stick Man, Owl Babies, Winnie the Witch, We Planted a Pumpkin, Binny’s Diwali, The Colour Monster | **Read Write Inc. Daily Phonics and Reading**  Expected Progress: 25-30 Sounds, Set 1C Group  Focus: Orally Segmenting and Blending CVC words 1.1-1.2  **Wider Reading**  Zim Zam Zoom, The Christmas Story, Papa Penguin, Percy Park Keeper - One Snowy Night, We’re going on an Elf Hunt, The Christmas Show, You’re so Amazing | **Read Write Inc. Daily Phonics and Reading**  Expected Progress: 25-30 Sounds, Ditty Group  Focus: Segmenting and Blending CVC words 1.3-1.4  **Wider Reading - Drawing Club**  Supertato, The Almost Impossible Thing, Izzy Gizmo and Zog | **Read Write Inc. Daily Phonics and Reading**  Expected Progress: 31-34 Sounds, Red Group  Focus: Segmenting and Blending 4 sound words1.4-1.5  **Wider Reading - Drawing Club**  Stone Age Boy, There’s a Dinosaur on the 13th floor, How to Wash a Wooly Mammoth, Dinosaur Farm, Stonehenge, DInosaurs Love Underpants, The Easter Story | **Read Write Inc. Daily Phonics and Reading**  Expected Progress: 35-40 Sounds, Green Group  Focus: Segmenting and Blending 5 sound words1.6-1.7  **Wider Reading - Drawing Club**  **Growing**  **The Very Hungry Caterpillar**  **Jasper’S Beanstalk**  **Tad**  **The Extraordinary Gardner**  **Superworm**  **The Bad Tempered Ladybird**  **Meet the Weather**  **My Green Day** | **Read Write Inc. Daily Phonics and Reading**  Expected Progress: 41-46 Sounds, Green Group  Focus: Segmenting and Blending 5 sound words 1.6-1.7  **Wider Reading - Drawing Club** |
| **Writing (ELG 10)** | **Writing**  *(Drawing Club)* | **Foundations of Fine Motor & Mark Making and Pencil Control**  Pencil grip and control through warm-ups and pattern drawing.  **Focus:** Developing physical readiness and interest in writing. | LOOK AT NEliI  Oracy: oral composition using images- ready for writing  Disciplinary: | Drawing Club  **Writing Words**  Write CVC words using segmenting skills and picture prompts.  Disciplinary: | Drawing Club  **Labels & Captions**  Extend to meaningful captions, labels with sentence starters and phonics support; begin to use finger spaces.  Disciplinary: | Drawing Club  **Writing with Structure**  Begin to write short sentences that can be read by others with adult support and scaffolding; begin to use finger spaces with increasing independence..  Disciplinary: orally retell the story; write a shortened version of the story | Drawing Club  **Writing with Independence and Structure**  Write short sentences to match their phonological knowledge within increasing independence; begin to use capital letters and full stops.  Disciplinary: reread what has been written in order to make sure it makes sense |
|  | **Handwriting** | Continue to develop physical readiness and interest in writing  correct seated position, hand strength and dexterity exercises, pre writing exercises, correct pencil grasp and finger strength  Baseline for external children | **Forming Letters**  Forming letters using letter families  Long Ladder  Curly Caterpillar  One-armed Robots  Zig Zag | **Forming Letters**  Forming letters using letter families  Long Ladder  Curly Caterpillar  One-armed Robots  Zig Zag | **Forming letters**  introduce capital letters  consolidate previous learning of letter families (lower case) | Continue with capital letters and letter families with more of a focus on letter sizing and placement | |
| **MAT** | **Number (ELG 11)**  **Numerical Patterns (ELG 12)** | **Maths**  *(Mastering Number)* | Up to number 3  Measure  Up to number 4 | Up to number 5  Geometry (shape) | Numbers to 6  Numbers to 7  Numbers to 8  Pattern | Numbers to 9  Numbers to 10  Spatial and shape  Measure and capacity | Addition and subtraction  Count beyond 10  Measure -Length  Pattern | Catch up work on composition whilst making ELG decisions  Geometry  Spatial  Number beyond 10 |
| **UTW** | **Past and Present (ELG 13)**  **People, Culture and Communities (ELG 14)**  **The Natural World (ELG 15)** | **Science**  *(Developing Experts)* | Body & Senses  *Materials*  *Weather & Seasons*  Animals  *Plants*  Space & Forces  ***Lessons/activities are delivered in line with themes/interests/topics*** | | | | | |
| **History** *(United Curriculum)* | **Me and My World (UC)**  Talking about members of their immediate family and community, including houses.  Disciplinary focus: comparisons/ interconnections & change | *Standing Ovation*  Understand some places are special to members of their community, recognise people have different beliefs and celebrate special times in different ways | *My Heroes*  Comparing heroic characters from the past and present  Disciplinary focus: similarity & difference | *Castles, Knights & Dragons*  Learning about historical figures in castles and comparing images of QEII with historical queens  Disciplinary focus: evidence |  | **Where We Live (UC)**  Drawing information from a simple map and recognising some similarities and differences between life in this country and life in other countries.  Disciplinary focus: comparisons/ interconnections & change |
| **Geography**  *(United Curriculum)* |  |  | **Science Detectives (UC)**  Recognising some environments that are different to the one in which they live.  Understanding the effect of changing seasons on the natural world around them.  Disciplinary focus: comparisons/ interconnections & change |  | **Spring in Our Step (UC)**  Exploring the natural world around them.  Describing what they see, hear and feel whilst outside.  Understanding the effect of changing seasons.  Disciplinary focus: comparisons/ interconnections & change |
| **RE**  *(Kapow)* | **What makes us special?**  Children will learn that people have different beliefs and ideas.  Christian | **What are special times?**  Children will explore the significance of Divali and Christmas and how they are celebrated.  Christian, Hindu | **Why are some places special?**  Children will learn about different buildings and places of worship and their importance to people.  Christian, Muslim | **What makes the world special?**  Children will learn why the world can be special to both themselves and others.  Christian | **Why are some things special?**  Children explore the meaning and value of different artefacts.  Christian, Jewish | **Why are some stories special?**  Children will explore what they can learn about different people’s beliefs.  Christian, Muslim |
| **Computing** *(Kapow)* | **Computing systems and network**  **Using a Computer**  Keyboards, logging in and out, mouse control, clocking and dragging | | **Programming 1**  **All about Instructions**  **Online Safety Week**  following instructions, giving simple instructions, dressing up instructions, debugging instructions (washing hands), predictions | **Computing Systems and Networks**  **Exploring Hardware**  Exploring hardware tinker tray, real world tinker tray, pictures of play, picture walk, class photo album | **Programming 2**  **Bee-bots**  understanding arrows, introducing the bee bot, simple bee bot programming, understanding algorithm, programming a bee bot | **Data handling**  **Introduction to Data**  Loose parts play, sorting ourselves, yes or no, creating a branching database, exploring pictograms |
| **EAD** | **Creating with materials (ELG 16)**  **Being Imaginative and Expressive (ELG 17)** | **Art** *(Access Art)* | ***Lessons/activities are delivered in line with themes/interests/topics***  How can we use our bodies to make art?  How can we explore colour?  How can we explore 3D materials?  How can we build worlds?  How can we use our bodies to make art? | | | | | |
| **DT** *(Kapow)* | ***Cooking and nutrition:*** *Soup* | ***Seasonal projects***  *Hibernation box.* | ***Structures:*** *Junk modelling* | ***Textiles:*** *Bookmarks* | ***Seasonal projects:***  *Flower threading*  *Rainbow salad* | ***Structures:*** *Boats* |
| **Music** *(Kapow)* | **Exploring Sound – Celebration Music**  Children explore how they can use their voice and bodies to make sounds, experiment with tempo and dynamics when playing instruments, identify sounds in the environment and differentiate between them. | | **Music and Movement**  Children create simple actions to well-known songs, learn how to move to a beat and express feelings and emotions through movement to music. | **Musical stories**  A unit based on traditional children’s tales and songs. Moving to music, changing to match the tempo, pitch or dynamics. Playing an instrument as part of a group story. | **Transport**  Using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score. | **Big Band**  Learning about what makes a musical instrument, the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience. |