








Reception Long Term Plan

Learning opportunities will also continue to be enhanced over the year through continuous provision as the children build upon their own unique experiences and share their ideas with their friends and teachers, as is our ethos of the EYFS. A lot of children's learning experiences are through play, investigation and active involvement. This approach, we believe, helps them to become more independent, active learners.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	 <p>Who is a Superhero?</p>	 <p>What are we Celebrating this Week?</p>	 <p>What's in Outer Space?</p>	 <p>Who Lives on the Farm?</p>	 <p>Who 'Lived Happily Ever After'?</p>	 <p>Who Lives in the Wild? Let Me Show You...</p> 
Characteristics of Effective Learning:	<p>Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>					
Texts. Key Authors	<p>This is Our House. Families, Families, Families. Heros Who Help Us. Zippo the Super Hippo. Nat Fantastic. Supertato.</p>	<p>Little Glow. The Best Diwali Ever. Albert and Alfred. When's My Birthday? Cake. Eight Nights, Eight Lights.</p>	<p>Meet the Planets. The Way Back Home. Astro Girl. Whatever Next Man on the Moon. Look up!</p>	<p>From Egg to Chick - Lifecycles. Farmyard Hullabaloo A Farmer's Life for Me. What the Ladybird Heard. Farmer Duck.</p>	<p>Little Red Riding Hood Three Little Pigs Jack and the Beanstalk. Goldilocks and the 3 Bears. The Gingerbread Man. Hansel and Gretel. <i>Plus, alternative tales to compare against.</i></p>	<p>Giraffe's Can't Dance. Rumble in the Jungle. Super Duper You Only One You</p>
Key visits or opportunities	Classroom Visit from People who Help Us (Nurse or Firefighter)	Church visit - Mock Wedding.	EYFS multi-sports Festival.	Hall Hill Farm Visit.	Hardwick Park - Step into Storytime Visit.	Olympic Celebration Event.

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	etc.) Superhero Day! Open Morning (for parents/carers)	Hanukkah party (including cooking). Christmas Nativity Christmas Party.	Open Morning (for parents/carers) Design and Create Rockets.	Hatching Eggs - Chicks. Visit from Lambs. Making Vegetable Soup.	Planting and Growing Beans. Porridge Investigation.	
Plus, Theatre Visit and Chinese New Year Party - dates vary.						

Communication & Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who is a Superhero?	What are we Celebrating this Week?	What's in Outer Space?	Who Lives on the Farm?	Who 'Lived Happily Ever After'?	Who Lives in the Wild? Let Me Show You...	
Whole EYFS Focus - developed throughout the year through high quality modelling, interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions and weekly interventions.	<p><i>Listening, Attention & Understanding:</i></p> <p>Understand how to listen carefully and why listening is important, ask questions to find out more and to check they understand what has been said. Engage in story times and listen to and talk about stories to build familiarity. Listen carefully to rhymes and songs; pay attention to how they sound and learn rhymes, poems and songs. Engage in non-fiction books and listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p><i>Speaking:</i></p> <p>Learn new vocabulary and use the new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another. Describe events in some detail and use talk to help work out problems and organise thinking, explaining how things work and why they might happen. Develop social phrases such as 'Good morning, how are you? Retell a story - once they have developed a deep familiarity with the text, some exact repetition and some own words.</p>			<p><i>Listening, Attention & Understanding:</i></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions; make comments about what they have heard, ask questions to clarify their understanding; hold conversation when engaged in back-and-forth exchanges.</p> <p><i>Speaking:</i></p> <p>Participate in small group, class and one-to-one discussions, offer their own ideas, using recently introduced vocabulary; they offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; express their ideas and feelings about their 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>		
Key Vocabulary.	Family, friendship, caring, duty bearers, superhero, helping, rescue, costume, superpower, vet, doctor, nurse, fireman, policeman, adults, safe.	Celebrate, party, gifts, bride, groom, Diwali, diya lamp, Rangoli, festival, Hannukah, menorah, advent, nativity, Jesus, church.	Space, Sun, stars, moon, rockets, solar system, planets, Earth, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, dwarf planets, orbit, launch, astronaut.	Farm, farmer, hatch, lifecycle, incubator, features, foal, calf, piglet, lamb, kid, chick, hen, rooster, crops, plant, harvest, healthy, produce.	Character, traditional, story, beginning, middle, end, right, wrong, villain, setting.	Wild, carnivore, omnivore, herbivore, endangered, jungle, zoo, captivity, prey, predator. Progress, emotions, feelings, active, best, improve, transition, reflection, memories.

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Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who is a Superhero?	What are we Celebrating this Week?	What's in Outer Space?	Who Lives on the Farm?	Who 'Lived Happily Ever After'?	Who Lives in the Wild? Let Me Show You...
Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	<p><i>Handwriting:</i> Fine motor skills, Dough disco, Name writing, Letter join handwriting interventions. Focus on forming letters correctly.</p> <p><i>Fine Motor</i></p> <p>Finger Gym activities. Threading, cutting, weaving, Playdough, including manipulating objects. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Develop small motor skills to use a range of tools competently, safely and confidently.</p> <p><i>Gross Motor</i></p> <p>Cooperation games i.e. parachute. Daily Zumba sessions - dancing and movement. Climbing - outdoor equipment, including crates & stepping stones. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Ball skills- throwing and catching, then aiming and dribbling. Different ways of moving to be explored, then combining these movements with ease and fluency. Safely use a range of large and small apparatus. Weekly Cosmic Kids Yoga sessions: Develop overall body strength, co-ordination, balance and agility. Revise and refine the fundamental skills already acquired (rolling, crawling, walking, jumping, running, hopping, skipping, and climbing).</p>			<p><i>Handwriting:</i> Fine motor skills, Dough disco, Name writing, Letter join handwriting interventions. Focusing on correct letter formation and orientation. Developing an effective pencil grip - tripod.</p> <p><i>Fine Motor</i></p> <p>Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery and begin to show increasing levels of precision and control. Begin to show accuracy and care when drawing and creating recognisable pictures. Build things with smaller linking blocks (Lego) Precision and control using a range of small tools. Begin to draw diagonal lines, like in a triangle /</p> <p><i>Gross Motor</i></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Obstacle activities: children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dancing and moving to music (continuing daily Zumba). Cosmic Kids Yoga: Develop overall body strength, co-ordination, balance and agility. Races / team games involving gross motor movements.</p> <p>Opportunities to discuss healthy eating/lifestyles.</p>		

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	<p>Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Develop the skills needed to manage to school day successfully e.g. lining up, hygiene, and mealtimes.</p> <p>Help individual children to develop good personal hygiene.</p>	
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Personal, Social and Emotional Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
To include structured and focused PSHE sessions.	Who is a Superhero?	What are we Celebrating this Week?	What's in Outer Space?	Who Lives on the Farm?	Who 'Lived Happily Ever After'?	Who Lives in the Wild? Let Me Show You...
	<p><i>Self-Regulation:</i></p> <p>Show resilience and perseverance in the face of challenge; identify and moderate their own feelings e.g. staying calm.</p> <p><i>Managing Self:</i></p> <p>See themselves as a valuable individual; manage their own needs.</p> <p><i>Building Relationships:</i></p> <p>Build constructive and respectful relationships; express their feelings and consider the feelings of others; think about the perspectives of others.</p>			<p><i>Self-Regulation:</i></p> <p>Show understanding of their own feelings and those of others, begin to regulate their behaviour accordingly; Set and work towards simple goals, be able to wait for what they want and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding even when engaged in activity, show an ability to follow instructions involving several ideas or actions.</p> <p><i>Managing Self:</i></p> <p>Confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly, manage own basic hygiene and personal needs, including dressing, toilet and the importance of healthy food choices.</p> <p><i>Building Relationships:</i></p> <p>Work and play cooperatively, take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs.</p>		

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Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who is a Superhero?	What are we Celebrating this Week?	What's in Outer Space?	Who Lives on the Farm?	Who 'Lived Happily Ever After'?	Who Lives in the Wild? Let Me Show You...
To include a rigorous phonics programme delivered daily and a whole class Letter join handwriting session. (Spring term onwards)	<p><u>Word Reading:</u></p> <p>Develop phonological awareness to support spotting rhymes, recognise words with the same sound. Read individual letters by saying the sounds for them. Blend sounds into words to read short words. Read some letter groups that each represent one sound and say sounds for them.</p> <p><u>Writing:</u></p> <p>Use some print and letter knowledge in early writing. Write some or all of their name. Write some letters accurately. Write labels and/or annotate pictures using initial sounds. Imaginative writing.</p> <p><u>Comprehension:</u></p> <p>Understand the 5 key concepts about print (print has meaning, print has different purposes, we read left to right and top to bottom, the names of parts of a book, page sequencing). Engage in extended conversations about stories.</p>	<p><u>Word Reading:</u></p> <p>Read individual letters by saying the sounds for them. Blending CVC words, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger to chin as they say each sound.</p> <p><u>Writing:</u></p> <p>Form lower-case and capital letters (from name) correctly. Spell words by identifying the sounds. Labelling pictures, writing lists, retelling stories using previous learnt sounds. Write lists, invitations and instructions.</p> <p><u>Comprehension:</u></p> <p>Retell stories related to events through acting/role play. Retelling of stories, editing of story maps and orally retelling stories. Sequence story: beginning, middle and end. Enjoys an increasing range of books</p>	<p><u>Word Reading:</u></p> <p>Blending CVC words. Read simple phrases and sentences made up of words with known letter-sound correspondences. Read a few common exception words. Rhyming strings. Help children to become familiar with digraphs. Read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet'.</p> <p><u>Writing:</u></p> <p>Form lower-case and capital letters (from name and other familiar names) correctly. Writing some of the tricky words such as I, no, go, so, into. Writing CVC words, Labels using CVC, CVCC, CCVC words. Annotating pictures, writing labels.</p> <p><u>Comprehension:</u></p> <p>Retell stories related to events through acting/role play. Retelling of familiar stories, orally retelling stories they have created. Sequence stories using beginning, middle and end.</p>	<p><u>Word Reading:</u></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs. Read words by blending. Read aloud simple sentences and books consistent with their phonic knowledge. Story structure-beginning, middle, end. Read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p><u>Writing:</u></p> <p>Create story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany pictures. Labels and captions. Writing recipes.</p> <p><u>Comprehension:</u></p> <p>Non-fiction texts. Writing information about animals. Re-read books to build up their confidence in word reading, their fluency, understanding and enjoyment. They develop their own narratives and explanations by connecting ideas or events</p>	<p><u>Word Reading:</u></p> <p>Read words by blending. Read aloud simple sentences and books consistent with their phonic knowledge. Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p><u>Writing:</u></p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Character descriptions. Story Retelling.</p> <p><u>Comprehension:</u></p> <p>Traditional tales. Stories from other cultures and traditions. Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story.</p>	<p><u>Word Reading:</u></p> <p>Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p><u>Writing:</u></p> <p>Story writing. Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Creating a book review. Write three sentences using beginning, middle & end.</p> <p><u>Comprehension:</u></p> <p>Can draw pictures of characters/ events / setting in a story. Listen to stories, accurately anticipating key events. Respond to what they hear with relevant comments, questions and reactions. Understand that a non-fiction is a non-story- gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p>

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			Enjoys an increasing range of books			
Phonics (Jolly Phonics / Letters and Sounds)	Phase 1 (Review and revise) Phase 2- Set 1/2 s,a,t,p,i,n. Tricky Word: I)	Phase 2- m,d,g,o,c,k ck, e, u, r, h, b, f, ff, l, ll,ss Tricky words: to, the, no, go, into Phase 3- j, v, w, x, qu, z, zz, y, ch, sh, th, ng (Tricky Words: he, she)	Phase 3- j, v, w, x, qu, z, zz, y, ch, sh, th, ng (Tricky Words: he, she) Phase 3- ai, ee, igh, oa, oo, oo, ar, or, air, ur, ow, oi, ear, ure, er (we, me, be, was, my, all, you, are, they, her)	Based upon class need and areas of weakness. Phonics taught as whole class as well as in small groups for consolidation.	Phase 4- Consolidation and read/ spell words with adjacent consonants (said, so, have, like, some, come, were, little, there, one, do, at, what, when). Guided reading.	Based upon class reading assessments

Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
With use of White Rose Maths.	Who is a Superhero?	What are we Celebrating this Week?	What's in Outer Space?	Who Lives on the Farm?	Who 'Lived Happily Ever After'?	Who Lives in the Wild? Let Me Show You...
	White Rose Maths: Just like me! Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subatising. Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.	White Rose Maths: It's me 1, 2, 3! & Light and Dark <i>Numbers within 6</i> Count up to six objects. One more or one fewer Order numbers 1 - 6 Conservation of numbers within six Addition and subtraction within 6 Explore zero Explore addition and subtraction Measures Estimate, order compare, discuss and	White Rose Maths: Alive in 5! & Growing 6, 7, 8 <i>Numbers within 10</i> Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less <i>Addition and subtraction within 10</i> Explore addition as counting on and subtraction as taking away <i>Numbers within 15</i> Count up to 15 objects and recognise	White Rose Maths: Building 9 and 10 & Consolidation <i>Grouping and sharing</i> Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing <i>Numbers within 20</i> Count up to 10 objects Represent, order and explore numbers to 15 One more or fewer <i>Doubling and halving</i>	White Rose Maths: To 20 and beyond & First, then now. <i>Shape and pattern</i> Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns <i>Addition and subtraction within 20</i> Commutativity Explore addition and subtraction Compare two amounts Relationship between doubling and halving <i>Money</i>	White Rose Maths: Find my pattern & On the move <i>Depth of numbers within 20</i> Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards <i>Numbers beyond 20</i> One more one less Estimate and count Grouping and sharing

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	<p>Pattern and early number</p> <p>Recognise, describe, copy and extend colour and size patterns</p> <p>Count and represent the numbers 1 to 3</p> <p>Estimate and check by counting.</p> <p>Recognise numbers in the environment.</p> <p>A number a week.</p>	<p>explore capacity, weight and lengths</p> <p>Shape and sorting</p> <p>Describe, and sort 2-D & 3-D shapes</p> <p>Describe position accurately</p> <p>Calendar and time</p> <p>Days of the week, seasons Sequence</p> <p>daily events</p>	<p>different representations</p> <p>Order and explore numbers to 15</p> <p>One more or fewer</p>	<p>Doubling and halving & the relationship between them</p>	<p>Coin recognition and values</p> <p>Combinations to total 20p</p> <p>Change from 10p</p> <p>Measures</p> <p>Describe capacities</p> <p>Compare volumes</p> <p>Compare weights</p> <p>Estimate, compare and order lengths</p>	
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Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Includes focused Geography, RE, and History themes /activities.	Who is a Superhero?	What are we Celebrating this Week?	What's in Outer Space?	Who Lives on the Farm?	Who 'Lived Happily Ever After'?	Who Lives in the Wild? Let Me Show You...
	<p><u>Past & Present:</u></p> <p>Begin to make sense of their own life story and family history e.g. talking about photos.</p> <p>Comment on images of familiar situations in the past.</p> <p><u>People, Culture & Communities:</u></p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them.</p> <p>Compare and contrast characters from stories e.g. brave, kind.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of the community.</p> <p>Recognise that people have different beliefs and celebrate in different ways.</p> <p>Recognise some environments are different to where they live</p>			<p><u>Past & Present:</u></p> <p>Talk about the lives of the people around them and their roles in society;</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><u>People, Culture & Communities:</u></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p>		

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	<p><u>The Natural World:</u></p> <p>Explore the natural world. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons.</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>
		<p><u>The Natural World:</u></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

Expressive Arts and Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who is a Superhero?	What are we Celebrating this Week?	What's in Outer Space?	Who Lives on the Farm?	Who 'Lived Happily Ever After'?	Who Lives in the Wild? Let Me Show You...
	<p><u>Creating with Materials:</u></p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings. Return to and build on their previous learning, refining ideas and developing their representations. Create collaboratively, sharing ideas, resources and skills.</p>			<p><u>Creating with Materials:</u></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; 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><u>Being Imaginative & Expressive:</u></p> <p>Listen attentively, move to and talk about music, expressing feelings and responses. Watch and talk about dance and performance art. Sing in a group or on their own, increasingly matching pitch and melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.</p>			<p><u>Being Imaginative & Expressive:</u></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.</p>		

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Suggested enhancements to learning:	Who is a Superhero?	What are we Celebrating this Week?	What's in Outer Space?	Who Lives on the Farm?	Who 'Lived Happily Ever After'?	Who Lives in the Wild? Let Me Show You...
Role Play:	Superhero Headquarters	Celebration Station / Party	Space Station / Rocket	Laboratory, Zoo, Farm	Oakdene Theatre	
Continuous provision	Continuous provision is based on children's interests and topic themes and enhanced to develop a natural curiosity in children. The provision we provide is learning through play, which will cover the 7 areas of learning. Areas are enhanced based on children's interests and fascinations and topic themes, aiming for independence and greater depth.					