



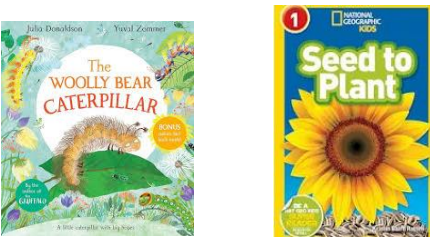





Reception Long Term Plan					
Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Theme: ‘All About Me’</p>  <p><u>Author study:</u> Julia Donaldson rhyming stories. Children will sing a variety of traditional nursery rhymes at singing time throughout the year</p>	<p>Theme: ‘What did they do for me?’</p>  <p>Poetry- Oh Dear! By Michael Rosen</p> <p>Songs linked into our topic themes</p>	<p>Theme: ‘From Local to Global’</p>  <p>Poetry- I’m a little snowman</p>	<p>Theme: ‘Time Travellers’</p>  <p></p>	<p>Theme: ‘Show what you grow’</p>  <p>Poetry- ‘The Farmyard’ by AA Attwood</p>	<p>Theme: ‘Heal the World’</p>  <p>Poetry- Braving the Sea by Phillip Waddell</p>
<p>Role Play: Home Role Play- How to look after babies linking in with All about us.</p> <p>Story telling with puppets- linked to Friendship Bench and author study Julia Donaldson</p> <p><u>People who help us opportunities:</u> Health visitor/ midwife</p>	<p>Role Play: Home Corner- Birthdays and Festivals Roleplay- different occupations and enhancements</p> <p><u>People who help us opportunities:</u> Police/ Fire Brigade etc Postman- linked to delivering parcels Maps- link to bike role play outside</p>	<p>Role Play: Home Corner- ‘Fix it Time’- enhance with Builders tools etc Enhance with Chinese New Year</p> <p><u>People who help us opportunities:</u> Traffic Warden role play outside/ Police Visit. Look at different jobs- eg, fishermen, linked to text and UofW</p> <p>How can we help the animals? Creating habitats outside – bug hotels/ Make a mini forest/Dens/Shelters- linked to the Growing Curriculum/DT unit- Hibernation</p>	<p>Role Play: Home Corner- Healthy Living</p> <p><u>People who help us opportunities:</u> Draw on parental occupations</p> <p>Dentist?</p>	<p>Role Play: Home Corner- Looking after the pets/ our class puppy reading and writing opportunities.</p> <p>Preparing the allotment area outside for growing flowers and veg- Healthy eating/Living</p> <p><u>People who help us opportunities:</u> Vet visit Farm visit- enhance small world area after visit</p>	<p>Role Play: Home Corner- Holiday time enhance with Holiday time – lists, suitcase, clothes, eg, caps, hat, sunglasses</p> <p><u>People who help us opportunities:</u> Eco Warriors- talk about plastic pollution and looking after the environment</p>
<p>Outdoor Learning: <u>Morning sessions:</u> Guided use of outdoor space (working towards morning outdoor provision being continuous)</p> <ul style="list-style-type: none">• How to use equipment properly• How to get wellies and waterproof clothing on• Where equipment lives and how to tidy up the areas• How to use the climbing frame safely <p>Alongside this, simple number/English focuses to incorporate Maths/English challenges.</p> <p><u>Afternoon sessions:</u> Outdoor space open for all children linked to play/exploring During Autumn 2 – Forest school provision will begin for children in Reception/ Year 1 during the afternoon slots (led by forest school trained TA)</p> <p>Autumn 1- Going to the café (Bike Track) Autumn 2- Delivering parcels (Bike Track)</p>		<p>Outdoor Learning: <u>Morning provision:</u> Curriculum focussed learning challenges/ activities led by T/TA For example:</p> <ul style="list-style-type: none">• Maths games linked to targeted support areas/ consolidation activities• Phonics keep up groups• Introducing and teaching about the life cycle of a plant• Fine/gross motor skill activities <p><u>Afternoon provision:</u> Open up for all children to explore learning challenges for example:</p> <ul style="list-style-type: none">- Shape treasure hunt (following clues and labelling shapes with key words)- Variations of relay races to support physical development- Creating 3D Art sculptures- Role play opportunities linked to in class topics for example: people who help us- <p>Spring 1- Traffic Warden Spring 2- Rhymes and Songs/Performance Area</p>		<p>Outdoor Learning: <u>Morning provision:</u> See Spring Term</p> <p><u>Afternoon provision:</u> Open up for all children to explore learning challenges with a focus on independently showing awareness of following skills and attributes:</p> <ul style="list-style-type: none">- Self-regulation- Cooperation and turn taking- Control of fine and gross motor skills- Development of social phrases/ holding conversations with peers- Perseverance and problem solving <p><u>For example:</u></p> <ul style="list-style-type: none">- Creating own obstacle course and writing simple instructions to share with a friend- Parachute games – dice placed on top and when a number is shown, shout out the number bond to make 5 e.g. 3 and 2 makes 5 <p>Summer 1- Bike Hire Summer 2- Camping</p>	



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Literacy: <ul style="list-style-type: none">Read individual letters by saying the sound for them.Blend sounds into words, so that they read short words made up of known letter-sound correspondence- focusing on cv and cvc words.Recognising and writing own name. To use their name card to practise the correct letter formation.To sequence a story with beginning/middle/end.	Literacy: <ul style="list-style-type: none">Read individual letters by saying the sounds for them (<i>all phase 2</i>)Blend sounds into words, so that they read short words made up of known letter- sound correspondence.Read Phase 2 tricky words.Read simple phrases and sentences made up of words with known letter-sound correspondences. (<i>Phonic based reading books</i>)Writing own name with the correct letter formation.To spell words by identifying the sounds and then writing the sound with the letter.To write a simple caption, eg, It is a...../The bus is red within guided writing session.Begin to label a picture.Begins to form upper case and lower letters correctly.Begins to include capital letters and full stops. Spell VC words eg an, as, at, if, in, is, it, of, on, up, am ... Begin to spell simple CVC words eg Dad, mum, cat, can, dog ... Begin to write a simple caption / sentence eg It is a It is on ... It is an ... I am ... I can ... It is ... It can ... I got ... I put ... I had ... On the ... At the ... In a ...	Literacy: <ul style="list-style-type: none">To label a picture using phase 2 phonics- spell words by identifying the sounds and then writing the sound with the letters.To be able to write simple captions independently.To write a short sentence with known sound-letter correspondences using a capital letter and full stop.To begin to re-read what they have written.To orally re tell a story.To sequence the story with pictures, locating key events in stories.To be able to read a phonic appropriate book.	Literacy: <ul style="list-style-type: none">To label a picture using phase 2 and 3 phonics- spell words by identifying the sounds and then writing the sound with the letters.To write a short sentence with known sound-letter correspondences using a capital letter and full stop.Re-read what they have written.To orally re tell a story.To sequence the story with pictures.To be able to read a phonic appropriate book. Spell CVC words eg did, bed, his, him, put, red, sat, fun, hot, box, yes ... Begin to write some words with diagraphs eg shop, pink, chat, thin, boat, cow moon ... Begin to write a simple caption/sentence eg This ... is ... * The... had a ... * The ... got a ... * The...can... * This is a ... * I will * I can see ... * Look at the ... * ... took * It has ... * I can go to * He/she has * He/she is ...	Literacy: <ul style="list-style-type: none">To orally recite and retell a familiar narrative/ poem.To use phonological awareness to decode and spell words plausibly and accurately.To express themselves effectively and creatively through a variety of different forms.To be able to form upper case and lower-case letters.To write 2 short sentences with words with known sound-letter correspondence using capital letters and a full stop.To read what they have written to check it makes sense.To be able to read a phonic appropriate book.Read phase 3 tricky wordsBegin to spell Phase 2 and 3 tricky words.	Literacy: Confidently spell simple CVC words eg did, bed, his, him, put, red, sat, fun, hot, box, yes Spell words with some diagraphs and trigraphs eg shop, pink sing, chat, thin, boat, cow, moon, book, rain, see, high, car, for, fur, coin, hear, her, hair ... Write a simple caption/sentence, using current phonics knowledge (in line with school's phonics programme) eg The ... had a ... * The ... got a ... * The ... can ... * This is a ... * This is my/his/her ... * I/ she/ he/they/you will ... * I/ she/ he/they/you will put ... * I/ she/he/they/you/we can see ... * Look at the ... * ... took ... * It has ... * I/ she/ he/they/you can go ... * He/she has ... * He/she is ... * They/we had a ... * They/she/he got a * They are ... <u>ELG Writing</u> <ul style="list-style-type: none">To be able to write recognisable letters, which most are formed correctly.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others. <u>ELG Reading</u> <ul style="list-style-type: none">Say a sound for each letter in the alphabet and at least 10 digraphs.Read words consistent with their phonic knowledge by sound-blending.Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <u>ELG Comprehension</u> <ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.Anticipate – where appropriate – key events in stories.Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



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Maths: 1:1 counting To understand numbers must be counted in a certain order To understand the number represents the total of number of objects in that group Any objects or noises can be counted To understand that counting in a different order doesn't change the amount Order of learning: Sorting (during baseline) Numbers to 5	Maths: Comparing numbers within 5 (more/less/fewer/greater) Change within 5 (1 less/1 more) Number bonds to 5 (ELG) Using narrative to tell a mathematical story.	Maths: 2d and 3d shapes Numbers to 10 Comparing numbers within 10	Maths: Number bonds to 10 (ELG) Subtraction Numerical patterns (ELG)	Maths: Numerical patterns (ELG) Counting on and counting back Numbers to 20	Maths: Measure (Length, height, weight) Exploring patterns Time
Understanding of the World: <u>'All about me'- Focus during Baseline Assessment</u> Ourselves-Talk about members of their family and community Name and describe people who are familiar to them Comment on images of familiar situations in the past. Diwali 20th October 2025 (last week of term)	Understanding of the World: <u>'Occupations'</u> Name and describe people who are familiar to them. Know some similarities and differences between things in the past and now (ELG Past and Present) 'Festival of Lights'- link in with Bonfire Night 5 th November Recognise that people have different beliefs and celebrate special times in different ways Recognise some similarities and differences between life in this country and life in other countries. Christmas 2025 Plan a walk to the Church to link in with RE objectives.	Understanding of the World: <u>'From local to global'</u> Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Chinese New Year- 17th Feb- 3rd March The Year of the Horse. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts- and where appropriate- maps. (ELG understanding the world)	Understanding of the World: <u>'Time Travellers'</u> Know some similarities and differences between things in the past and now (ELG Past and Present) Promote oral health- linked to healthy living in the role play area Holi- Monday 4th March 2026 'Festival of Colour' Easter 5th April 2026 Compare and contrast characters from stories including figures from the past. Understand the past through settings, characters and events encountered in books read in class and storytelling (Past and Present ELG)	Understanding of the World: <u>'Show what you grow'</u> To describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps (ELG People Culture and Communities) To learn how to look after our environment	Understanding of the World: <u>'Heal the World'</u> To describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps (ELG People Culture and Communities) To learn how to look after our environment
Computing: Online Safety taught throughout every unit of work					
Computing: Kapow: Computing Systems Incidental: Sock Puppets- app on iPad (turn taking and sharing)	Computing: Kapow: Programming Incidental: Topmarks ICT games to enhance number recognition and counting Shadow puppets- To re-tell the Christmas Story	Computing: Kapow: Computing Systems Incidental: Puppet Pals- linked in with storytelling/ Story sequencing	Computing: Kapow: Programming Incidental: Class iPad/kindles in continuous provision for children to explore Pic collage- eg enhance outdoor learning. Looking at changes in the environment/ Eco Warrior group	Computing: Kapow: Data Handling Incidental: Chatterpix/Pic collage- link in with story telling	Computing: Incidental: To select and use technology for particular purposes Chatterpix/Puppetpals/Pic collage
The Natural World: Seasonal Change	The Natural World: <i>Explore the natural world around them.</i>	The Natural World: <i>Explore the natural world around them.</i>	The Natural World: <i>Explore the natural world around them- Observe Daffodils growing</i>	The Natural World: → 'Show what you grow'	The Natural World: 'Heal the World'



Reception Long Term Plan					
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<p>Understand the effect of changing seasons on the natural world around them</p> <p>Explore the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Forest Schools:</p>	<p>Describe what they see, hear, and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map</p> <p>Draw maps- link in with the Naughty Bus.</p>	<p>Describe what they see, hear, and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Draw information from a simple map- link in the Bear Hunt</p> <p>North/South Poles- ice/snow/</p> <p>5 Senses</p> <p>Habitats- bears, wildlife- squirrels, hedgehogs</p>	<p>Link to Spring- warmer weather.</p> <p>Animals coming out of hibernation- recap learning- bears/hedgehogs etc</p> <p>Observations of Spring</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>Look at the life cycle of tomatoes- guided weekly activities (EY2P Planning)</p>	<p>Explore the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p> <p>Prepare allotment for planting- plant seeds – where do seeds come from?</p> <p>Life cycles</p>	<p>Explore the natural world around them</p> <p>Describe what they see, hear, and feel whilst outside</p> <p>Recognise some environments that are different to the one in which they live</p>
<p>Expressive Arts:</p> <p>Kapow Unit: Marvellous Marks</p> <p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p> <p>Artist: Kandinsky Painting- Recognise and name Primary Colours</p> <p>Mix and Match colours.</p> <p>Paint on different surfaces.</p> <p>Music- Introduce Yourself</p> <p>Singing (Hello song, updated nursery rhymes etc).</p> <p>Introducing musical instruments</p> <p>DT: Kapow – Junk Modelling</p>	<p>Expressive Arts:</p> <p>Kapow Unit: Painting and Mixed Media</p> <p>Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art</p> <p>Artist: Andy Goldsworthy- link in with text The Leaf Thief.</p> <p>Music- 1st Christmas at Park Road</p> <p>DT: Kapow – Seasonal Project (Santa Chimney Slider)</p>	<p>Expressive Arts:</p> <p>Artist: Matisse ‘The snail trail’</p> <p>PAN ART: -</p> <p>Music-</p> <p>Local Music: George Formby</p> <p>The ukulele – posture, string names and strumming.</p> <p>DT: Kapow – Seasonal Project (Hibernation Box)</p>	<p>Expressive Arts:</p> <p>Artist: Indian Art (Link in with the Festival of Colour)- Can they find the continent Asia?</p> <p>Indian Culture- Elephants/Celebrations- recap over Diwali. Introduce ‘The Festival of Holi’</p> <p>Link with Diversity. Elmer the Elephant. How are we all different/same</p> <p>Buildings/Landmarks- Building block challenge- inside and outside</p> <p>Mendhi Patterns</p> <p>Music-Rhythm in music Konnakol and rhythm skills with an application to percussion instruments. Also using the iPad to create drum parts.</p> <p>DT: Kapow – Textiles (Bookmarks)</p>	<p>Expressive Arts:</p> <p>Kapow unit: Sculpture and 3D creations. Drawing- observational drawings of fruits/veg/plants</p> <p>Use a variety of tools and medium to draw and add detail</p> <p>Music- Nature in music The Pastoral Symphony, the Four Seasons and Peter and The Wolf</p> <p>DT: Kapow – Cooking and nutrition (soup)</p>	<p>Expressive Arts:</p> <p>Textiles-Weaving</p> <p>Music- Whole school topic Joint project resulting in a performance, recording or art and music display (topic to change each year)</p> <p>DT: Kapow – Structures (boats)</p>



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PSED: my Happy mind: Meet Your Brian Demonstrates Friendly behaviour initiating conversations and forming good relationships with peers and familiar adults. Shows confidence in asking adults for help Can usually adapt behaviour to different events, social situations and changes in routine	PSED: my Happy mind: Celebrate Initiates conversation attends to and takes account of what they say, eg Barnaby's bear Confident to speak to others about own needs, wants, interest and opinions Can describe their selves in positive terms and talk about abilities, eg, link to occupations- what do they want to be when they grow up	PSED: my Happy mind: Appreciate 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 the teacher (Speaking ELG) Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. (Managing Self ELG) Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate (Self-Regulation ELG)	PSED: my Happy mind: Relate Take steps to resolve conflicts with other children Participate in a small group, class and one-to-one discussions, offering their ideas, using recently introduced vocabulary (Speaking ELG) Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. (Self – Regulation ELG)	PSED: my happy mind: Engage Work and play co-operatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to other's needs. (Building Relationships ELG) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy foods (Managing Self ELG)	PSED: Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. (Self- Regulation ELG)
Physical Development: Move freely in a range of ways Uses one-handed tools effectively, eg, scissors Develop correct pencil grip Dress/undress without help Fundamental skills Real PE Unit 1	Physical Development: Move freely in a range of ways Uses one-handed tools effectively, eg scissors Develop correct pencil grip Dress/undress without help Fundamental skills Real PE Unit 2	Physical Development: Travel with confidence, on, over, through and around and balancing and climbing with increasing confidence. They will use a pencil grip to form recognisable letters. Dance (Creative steps - Seasons) Expressive arts and design. Real PE Unit 3	Physical Development: Travel with confidence, on, over, through and around and balancing and climbing with increasing confidence. They will use a pencil grip to form recognisable letters. Ball skills (Invasion games) Real PE Unit 6	Physical Development: Hop and skip in time to music Use a correct pencil grip Talk about ways to keep healthy Gymnastics Real PE Unit 4	Physical Development: Hop and skip in time to music Use a correct pencil grip Talk about ways to keep healthy Athletics (Track and field) Real PE Unit 5
RE: Special times: How and why do we celebrate? What times are special to different people and why?		RE: Special stories: Why are some stories special? What special messages can we learn from stories?		RE: <i>Special places: What buildings and places are special different people? OR What is special about our world?</i>	
MFL: Nursery Rhymes		MFL: Transport		MFL: Greetings	