






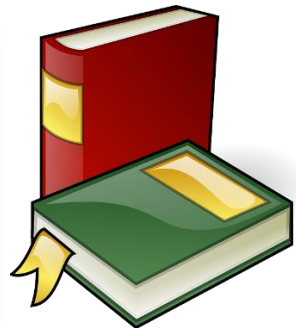


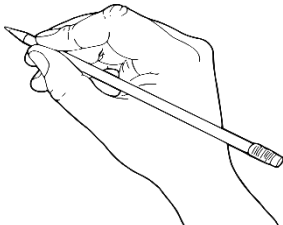








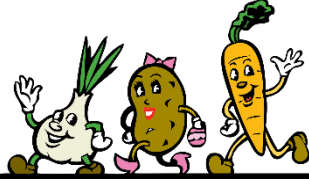
Reception Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Novels					
Selection of picture books, poetry and non-fiction texts 	Selection of picture books, poetry and non-fiction texts 	Selection of picture books, poetry and non-fiction texts 	Selection of picture books, poetry and non-fiction texts 	Selection of picture books, poetry and non-fiction texts 	Selection of picture books, poetry and non-fiction texts 
Language and Communication					
<p>Talk about themselves and others</p> <p>Learn rhymes, poems and songs</p> <p>Listen to stories to build familiarity and understanding</p> <p>Sit attentively for a short period of time</p> <p>Use simple sentences to make wants and needs understood</p> 	<p>To make comments about observations</p> <p>To begin to talk about why things happen using new vocabulary</p> <p>Learn new vocabulary linked to topics</p> <p>Retell a story</p> <p>Talk about stories to build familiarity and understanding</p> 	<p>To describe features of traditional stories</p> <p>To know different traditional stories</p> <p>Retell a story with a deep familiarity of the text using some exact repetition and some own ideas and words</p> <p>To express ideas and feelings about their experiences</p> <p>Negotiate with others what role to play</p> <p>Listen to others to develop play</p> 	<p>To describe familiar texts with detail using full sentences</p> <p>To begin to ask questions about familiar aspects of their environment</p> <p>Use new vocabulary in different contexts</p> <p>Describe events in some detail in past tense</p> <p>Connect an idea to another using connectives</p> 	<p>To engage in meaningful conversations with others</p> <p>Listen attentively for 15 minutes.</p> <p>Ask relevant questions at appropriate times.</p> <p>Listen for answers when being read to, during whole class discussions and small group interactions</p> <p>Offer own ideas when participating in discussions using recently introduced vocabulary</p> <p>Use recently introduced vocabulary from stories, non-fiction, rhymes and poems to offer explanations of why things happen</p> <p>Work and play cooperatively and take turns with others</p>	<p>To know a range of facts</p> <p>Make comments about what they have heard and ask questions to clarify understanding</p> <p>Hold conversations with adults and peers in back and forth exchanges</p> <p>Express ideas and feelings about experiences using full sentences.</p> <p>With support from an adult, use past, present and future tenses when having discussions and conversations</p> <p>With support from an adult, use conjunctions when having discussions and conversations</p> <p>Form positive attachments to adults and friendships with peers</p> <p>Show sensitivity to their own and others needs</p>

Physical Development

To use climbing equipment safely and confidently	Develop good posture when sitting at a table	Develop ball skills	Develop ball games with team rules	Negotiate space with consideration for themselves others	Move energetically to take part in running, jumping, hopping and skipping activities
To negotiate space	To use a dominant hand	To hold pencil correctly	To show good control and coordination in large and small movements	Safely and energetically climbing over, under and on equipment, demonstrating strength, balance and coordination	Demonstrate strength, balance and coordination in all aspects of learning
To strengthen upper arms and shoulders	To change speed and direction quickly outside	To handle tools, objects, construction and malleable materials safely and with increasing control	To use a pencil effectively to form recognisable letters, most of which are correctly formed	Use a range of small tool, including scissors and paint brushes	Hold a pencil effectively using a tripod grip
To use and rotate lower arms independently	To begin to form recognisable letters which are correctly formed	To engage in structured writing activities		Begin to show accuracy and care when drawing	
Develop core strength and stability	To begin hold pencil correctly				
To draw freely	To line up correctly				
To use threading resources	To use pin boards				
	To begin to use scissors correctly				




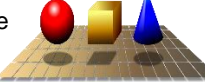


PSED (SCARF)

To understand and adhere to boundaries	To express feelings in an appropriate way	To understand how to make the right choices	To have intrinsic motivation to make the right choices	To learn how to bounce back and show independence, resilience and perseverance in the face of challenge	To set goals and work towards them
To share resources	To persevere in the face of challenge	To understand the consequences of making the wrong choice	To understand that people need help and identify ways of being helpful	Be confident to try new activities	To give focused attention to what a grown up says even if engaged in an activity
To understand our class rules and golden rules	To show care for others	To recognise good choices made by peers	To recognise how people will feel if you help them	To show an understanding of own feelings and feeling of others	To show an ability to follow instructions involving several ideas or actions
To build relationships with adults and other children in school	To talk about what it means to be ready, respectful and safe	To negotiate the use of resources	To see themselves as a valuable individual	To regulate behaviour	To manage own basic needs
To use kind hands and words	To learn the purpose of all personal hygiene routines e.g. tooth brushing	To consider the feelings of others	To recognise what they are good at	To explain the reasons for rules	To understand the importance of healthy food choices and a healthy lifestyle
To use the visual timetable to understand the routines in school		To have an understanding of healthy food and exercise	To understand that everybody makes mistakes and we learn from mistakes	To know right from wrong and behave accordingly	
To learn how and why we wash our hands			To learn about the importance of sleep and sensible screen time	To learn the importance of road safety	

Literacy

					
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Mathematics


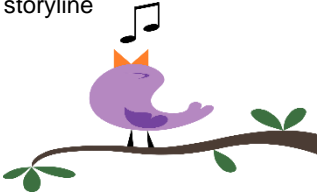


<p>Finding and matching objects</p> <p>Sorting objects</p> <p>Comparing Size, Mass and Capacity</p> <p>Making Simple Patterns</p> 	<p>Representing numbers to 5</p> <p>Sorting numbers to 5</p> <p>Comparing numbers to 5</p> <p>Composition of numbers to 5</p> <p>One more and one less</p> <p>Shape</p> 	<p>Composition of numbers to 5</p> <p>Comparing numbers to 5</p> <p>Equal and unequal groups</p> <p>Comparing Mass</p> <p>Measuring Capacity</p> 	<p>Representing and sorting 6 - 10</p> <p>Composition of numbers 6 - 10</p> <p>Matching 6 - 10</p> <p>Ordering and comparing numbers to 10</p> <p>Height and Length</p> <p>Time and Days of the week</p> <p>3D shape</p> <p>Pattern</p> 	<p>Number Patterns to 20</p> <p>Missing Numbers</p> <p>Ordering Numerals to 20</p> <p>Adding more</p> <p>Taking away</p> <p>Making new shapes</p> 	<p>Doubling</p> <p>Sharing</p> <p>Grouping</p> <p>Even and Odd</p> <p>Patterns</p> 
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Understanding of the World

<p>All about me</p> <p>My family</p> <p>How are our families different?</p> <p>Guy Fawkes</p> <p>Seasons / weather / plants</p>  	<p>Christmas</p> <p>Remembrance Day</p> <p>Seasons /weather /plants</p> <p>Freezing and melting</p> <p>Comparing two different countries</p> 	<p>People who help us</p> <p>Florence Nightingale</p> <p>Seasons/weather/plants</p>  	<p>Local Area / Where we live</p> <p>Our school</p> <p>Seasons Weather Plants</p> <p>England, UK and world</p> <p>Using maps</p> 	<p>Transport and Transport from the past</p> <p>Seasons/weather/plants</p> <p>Under the sea / seaside</p> 	<p>Animals</p> <p>Evaporation</p> <p>Rosa Parkes</p> <p>Seasons /weather /plants</p>  
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Expressive Arts and Design

<p>To remember the words to a range of songs</p> <p>To hold and use a paint brush correctly</p>	<p>To use costumes and props to perform songs and dances on our canopy stage</p>	<p>To learn a range of songs from around the world</p>	<p>To perform songs and dances to teachers and friends</p>	<p>To learn and perform a range of poems</p> 	<p>To perform in front of a live audience</p>
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<p>To use glue and tape in the correct way to construct</p> <p>Use a range of props in our role play area to develop a storyline</p> 	<p>To use a range of instruments</p> <p>To mix colours and use them appropriately</p> <p>To plan what they want to make</p> <p>To use a range of props in our role play area to develop a storyline</p>	<p>To discuss colours, shapes, textures and smells in the natural world</p> <p>To use paint and pastels to create observational drawings</p> <p>Retell stories using a range of props</p> <p>Use a range of props in our role play area to develop a storyline</p>	<p>To look at a range of artists to inspire their work</p> <p>Use a range of props in our role play area to develop a storyline</p> 	<p>To use what they have learnt about media and materials in an original way</p> <p>Use a range of props in our role play area to develop and invent a storyline</p> 	<p>To share creations and explain why they have used specific materials and media</p> <p>Use a range of props in our role play area to develop and invent a storyline</p> 
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