

Reception Long Term Plan

The characteristics of effective learning

Playing and exploring

- finding out and exploring
- using what they know in their play
- being willing to have a go

Active learning

- being involved and concentrating
- keeping on trying
- enjoying achieving what they set out to do

Creating and thinking critically

- having their own ideas
- using what they already know to learn new things
- choosing ways to do things and finding new ways

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	ALL ABOUT ME	TRANSPORT	SPACE	STORIES FROM THE PAST	KINGS & QUEENS	GROWING & CHANGING
Literacy	Owl Babies The Gruffalo Alan's Big Scary Teeth	Brave and the Fox Shackleton's Journey Mr Gumpy's Motor Car The Trainride <i>The Christmas Story</i>	Astro Girl How the stars came to be Whatever Next! Meet the Planets How to Catch a Star	Jack and the Beanstalk Prometheus and the Fire Aesop Fables – Hare and the Tortoise Anansi and the Spider George and the Dragon <i>The Easter Story</i>	Paddington at the Palace Katie in London The Queen's Hat London	Tree The Very Hungry Caterpillar Superworm Tadpole's Promise The Enormous Turnip
Phonics	Unit 1: a i m s t Unit 2: n o p Unit 3: b c g h	Unit 4: d f e v Unit 5: k l r u Unit 6: j w z	Unit 7: x y ff ss ll zz Unit 8-9: making and reading 3 and 4 letter words	Unit 10: making and reading 5 letter words Unit 11: ch, sh, th, ck, wh	Unit 11: ng, qu, ee, ai, or, ar	Unit 11: oo, oa, igh, ve

Mathematics - number	Can Do Maths units 1-3 Counting 5, 6 and 7	Can Do Maths units 4-6 Counting 8, 9 and 10	Can Do Maths units 7-9 Composition of 2, 3, 4, 5 and 6 Calculating within 4, 5 and 6	Can Do Maths units 10-12 Comparing numbers Composition of 7 and 8 Calculating within 7 and 8	Can Do Maths units 13-15 Composition of 9 and 10 Calculating within 9 and 10 Equal groups	Can Do Maths units 16-17 Distributing equally Securing and using number facts Solving problems
Maths Shape, Space and Measure	Awareness of 3D space and shapes Positional language	Awareness of size, length, weight and capacity	Awareness of patterns and repeating patterns	Sequencing stories and instructions 2D shapes	Decomposing 2D shapes Revisiting learning and problem solving	Revisiting learning and problem solving
Personal, Social and Emotional Development	• How am I special and what is special about other people in my class? • How do we welcome new people to our class? • What can I do to help everyone in our classroom feel safer and happier? • How can I play and work well with others? • How can I show I am listening to an adult? • What can help me to follow instructions? • Who are my special people and why are they special to me? • Who is in my family and how do we care for each other?	• Who are the people in my class and how are we similar to and different from each other? • Who are the people in my family, and who are the people in other families? • What is especially important to my family and me? • What are some of the similarities and differences in the way people live their lives? • What is life like in other countries?	• How can I respect my own needs and the needs of others? • How can I make up with friends when I have fallen out with them? • How does what I do affect others? • Can I recognise and talk about my feelings? • Can I recognise emotions in other people and say how they might be feeling? • Do I know what might cause different emotions in myself and other people?	• How might I and others feel when things change? • What are some simple ways to help myself feel better? • How can I help other people feel better? • What could I do when things are difficult for me? • How can we value different types of people including what they believe in and how they live their lives? • How do we celebrate what we believe in and how is this different for different people?	• What things can I do when I feel good and healthy? • What can't I do when I am feeling ill or not so healthy? • What can I do to help keep my body healthy? • Why are food and drink good for us? • How can I make healthier choices about food? • What is exercise and why is it good for us? • Why are rest and sleep good for us? • What are some situations where I need to think about how to keep myself safer? • Do I understand simple safety rules for when I am at home, at	• What have I learnt to do and what would I like to learn next? • How might I and others feel when things change? • What do animals and plants need to live and how can I help to take care of them? • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? • How am I learning to take care of myself and

		• What is a friend and how can I be a good one? • Do I know what to do if someone is unkind to me? • Who are the people who help to look after me and my school? • Where do I live and what are the different places and features in my neighbourhood? • Who are the people who live and work in my neighbourhood, including people who help me?				school and when I am out and about? • What are the clues my body gives me if I am feeling unsafe? • Can I say 'No!' if I feel unsafe or unsure about something? • Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? • Who are the people who help to keep me safe? • What goes on to and into my body and who puts it there? • Why do people use medicines? • What are the safety rules relating to medicines and who helps me with these?	what do I still need help with? • Who are the members of my family and trusted people who look after me? • How do I feel about growing up?
Physical Development GMS		Fizzy Training	Hall games	Gymnastics	Dance	Ball Skills	Sports Day
Understanding the World	RE	What makes me special? Harvest	Who is special to different people? Diwali	Which stories are special to different people? Chinese New Year	How do different people celebrate their special times?	What places are special to different people?	If the world is special, how should we treat it?
	Festivals	Rosh Hashanah Harvest Festival Eid ul Adha All Saints Day	Guy Fawkes Remembrance Sunday Diwali St Andrew's Day Advent + Christmas Thanksgiving Hanukah	Chinese New Year St Valentine's Day Shrove Tuesday Ramadan	St David's Day Holi Mothering Sunday St Patrick's Day Easter Baisakhi Eid ul Fitr	St George's Day May Day	Father's Day Summer Solstice

	History	My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey	People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched	Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon	The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.	Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.
	Geography	Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and	Transport in our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.	Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.	Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.	The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.	Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK

		nurses, firefighters, police, shop workers, rubbish collectors.					
	Science	The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.	Forces: push, pull, twist Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of matter; frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.	Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?	Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.	Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.
Technology		Programming 1: All about Instructions		Programming 1: Programming BeeBots	Data handling: An introduction to data	Computing systems and networks 2: Exploring hardware	
		Computing systems and networks 1: Using a computer					
Expressive Arts and Design	Art & DT	Exploring colour. Painting with primary colours. Mixing	Colour and the seasons. Exploring which colours show us	Exploring line. Taking a line for a walk. Creating drip paintings like	Exploring what we can see in the world around us. Studying	Animals in art. A study of Rousseau’s “Tiger in a Tropical Storm”.	People in art. Looking at Degas’ ballerinas. Practising drawing

		secondary colours. A study of Miro. Painting: portraits	different seasons. A study of Pissarro's season paintings. Cutting: snowflake design	Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year	how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets	Painting real fish with ink and wax resist.	people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable piece of sports wear
	Artists	Miro's work	Pissarro's seasons paintings	Jackson Pollock	Lowry's houses and architecture of Hundertwasser	Van Gogh's Sunflowers	Degas' Ballet Dancer
	Music	Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music.	Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, Peter and the Wolf	Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite Composer: Englebert Humperdinck, Hansel and Gretel	Playing with Sounds: Singing Games including call and response	Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer's Apprentice	Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel