



Loving God and each other  
We work together to be the best that we can be

### Long Term Plan

Year: FS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Religious Education</b>	<p><i>I am Special</i> Understand that they are unique and special. To know they are loved, valued and made by God.</p> <p><i>Harvest</i> Understand why we say thank you to God at harvest time and talk about him being creator.</p>	<p><i>Special People</i> Explore Christian values through their own actions and the actions of others.</p> <p>Highlight the role of significant/ special people in children's lives.</p> <p>Emphasise the ways in which Jesus was a special person.</p>	<p><i>Special Places</i> Understand that a place can be considered as a special/holy place to where believers go to worship.</p>	<p><i>Stories Jesus Heard/Creation</i> Introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.</p> <p><i>Easter</i> Explore the events of Easter through a variety of multi-sensory experiences ensuring that pupils know it is a celebration of Jesus' death and resurrection.</p>	<p><i>Stories Jesus Told</i> Explore the stories that Jesus told and know that he told them to teach us about God.</p>	<p><i>Special Times</i> Develop an understanding of special/holy times increasing their knowledge of the ways special times are celebrated, remembered and the reasons why.</p> <p>Introduce children to the story of Pentecost and God as Holy Spirit.</p>

<b>Communication and Language</b>	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary and use the new vocabulary throughout the day.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p>	<p>Articulate their ideas and thoughts in well formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities.</p> <p>Explain how things work and why they might happen.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Retell the story once they have developed a deep familiarity with text; some as exact repetition and in their own words.</p> <p>Use new vocabulary.</p>
	<p>All aspects of developing CLL are considered throughout daily classroom practice, continuous provision, group time and weekly focus learning. Observations, next steps and target setting support the development of individuals. Intervention programmes such as WellComm and NELI are used to specifically support children who are not making the expected progress.</p>					
<b>Personal, Social and Emotional Development</b> <i>(All statements apply on an ongoing basis throughout the Reception year.)</i>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p>	<p>Show resilience and perseverance in the face of challenge.</p> <p>Identify and moderate their own feelings socially and emotionally.</p>	<p>Think about the perspectives of others.</p> <p>Manage own needs and be able to compromise with others.</p>			

	Express their feelings and consider the feelings of others.					
<b>Physical Development</b>	<p>Develop the skills needed to manage the school day successfully; lining up, mealtimes, personal hygiene.</p> <p>Move around safely, follow instructions and stop safely.</p> <p>Develop control of equipment, playing safely, following a path and taking turns.</p>	<p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p>	<p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p>	<p>Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, eating, tooth brushing, sensible amounts of 'screen time,' having a good sleep routine, being a safe pedestrian.</p> <p>Create short sequences using shapes, balances and travelling actions.</p> <p>Develop balance, jumping from height and landing safely.</p> <p>Develop rocking and rolling.</p> <p>Explore</p>	<p>Combine different movements with ease and fluency.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Explore movement, pathways, shapes, expressing ideas, copying, linking and repeating actions.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop accuracy when throwing, keeping score, following instructions and striking a ball.</p> <p>Work co-operatively as a team and play by the rules.</p>

				apparatus and create sequences.		
<b>Literacy</b>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write their name.</p> <p><i>Read Write Inc:</i> Read single letter Set 1 sounds.</p>	<p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p><i>Read Write Inc:</i> Read all Set 1 sounds and blend sounds into words orally.</p>	<p>Read a few common exception words matched to the school's phonic programme.</p> <p><i>Read Write Inc:</i> Blend sounds to read words and read short ditty stories.</p>	<p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read familiar books to build up confidence in word reading, fluency and understanding and enjoyment.</p> <p><i>Read Write Inc:</i> Read Red storybooks.</p>	<p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letters.</p> <p>Write simple sentences with a full stop.</p> <p><i>Read Write Inc:</i> Read Green storybooks and some Set 2 sounds.</p>	<p>Write short sentences with words with known letter-sound correspondence and a capital letter and full stop.</p> <p>Re-read what they have written to check it makes sense.</p> <p><i>Read Write Inc:</i> Read Green/Purple storybooks.</p>
<b>Mathematics</b>	<p>Count reliably to 5 and recognise the numerals 1, 2, 3, 4 and 5.</p> <p>Begin to recognise</p>	<p>Begin to find one more and one less than a number within 5 using a first, then, now structure and a five frame.</p>	<p>Count to 10 and represent numbers using concrete and pictorial representations.</p>	<p>Consolidate number bonds to 10 using a ten frame and whole-part model.</p> <p>Begin to work in a</p>	<p>Explore addition and subtraction through counting on and counting back. Use a number track to practise counting</p>	<p>Begin to look at the patterns of doubles, halves and odd and even numbers.</p> <p>Talk about the</p>

	<p>different representations of numbers up to 5, such as those shown in a five frame and on dice, and understand that even if the order or arrangement changes, the number stays the same.</p> <p>Develop an understanding of the language more and fewer by comparing groups of up to 5 objects presented in different ways, understanding groups of objects can have the same amount even if they look different.</p> <p>Begin to describe and compare 2D and 3D shapes and explore their properties.</p>	<p>Share objects into two groups using a part-whole model to represent the groups and bonds to 5.</p> <p>Use positional and directional language to describe where an object is.</p> <p>Suggest how to sort objects into two or more groups using size, colour, shape or characteristics.</p>	<p>Find more or less than a number up to 10.</p> <p>Explore the concept of addition by combining two groups of objects using the part-whole model.</p> <p>Begin to understand subtraction as the difference between two amounts.</p> <p>Explore the measures of length, height and weight. Compare two or more items using the vocabulary of measure and begin to use non-standard measures to measure then compare items.</p>	<p>systematic way and recognise the commutative law of addition.</p> <p>Work with subtraction number bonds, following the 'missing part' structure.</p> <p>Recognise, extend, create and explain simple repeating patterns considering patterns not just in pictures but in the everyday environment and using sounds, words and actions.</p>	<p>the number of jumps required to move on or back.</p> <p>Work with numbers 10 to 20 applying previously learnt concepts such as comparing, representing and finding one more and one less.</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening].</p>	<p>attributes of 2D and 3D shapes and recognise that a shape can have other shapes within it.</p> <p>Explore volume and capacity comparing two or more items using the vocabulary of measure and compare containers visually.</p>
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<b>Understanding the World</b>	Talk about members of their immediate family and community.	Recognise that people have different beliefs and celebrate special times in different ways.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them.	Comment on images of familiar situations in the past.
	Name and describe people who are familiar to them.	Compare and contrast figures from the past.	Recognise some similarities and differences between life in this country and life in other countries.		Recognise some similarities and differences between life in this country and life in other countries.	Compare and contrast characters in stories, including figures from the past.
	Show an interest in occupations.	Comment on images of familiar situations in the past.	Talk about experiences at different points in the year.		Comparing places on Google Earth.	Discuss how we care for the natural world.
<p><i>Ongoing:</i>  Understand the effect of changing seasons on the natural world around them.  Describe what they see, hear, and feel whilst outside.  Draw information from a simple map - building up mapping skills throughout the year from story/imaginary maps to features of the immediate environment around school.</p>						
<b>Expressive Arts and Design</b>	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Create collaboratively sharing ideas, resources and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their ideas and responses.
	<i>Charanga Unit Me!</i>	<i>Music teacher: Changes</i>	<i>Charanga Unit Everyone!</i>	<i>Music teacher: Minibeasts</i>	<i>Charanga Unit Big Bear Funk</i>	<i>Music teacher: Once Upon a</i>

	<p>The children will learn and sing popular nursery rhymes and action songs. They will listen to different styles of music, take their first steps in improvisation and begin to discover how the interrelated dimensions of music effect the mood of the music.</p>	<p>An introduction to myself and music lessons, incorporating songs and music games that focus on both the changes around them in Autumn and changes in music (start/stop, fast/slow, high/low). The main focus is to get children enjoying music, feeling the pulse and maximising participation.</p>	<p>Different styles of music will be listened to and discussed. They will continue to learn and sing popular nursery rhymes and action songs. The children will perform improvisations and will learn music to play within a song.</p>	<p>Minibeast songs will form the basis of this unit of work. We will sing songs that encourage children to sing on their own, should they wish to. We will use scarves and shaky eggs to express ourselves and show our understanding of music opposites.</p>	<p>Reception children will be listening and appraising funk music in this unit. They will be re-enforcing the work completed already this year on the interrelated dimensions of music. The children will sing, improvise and play instruments, learning the names of some of the more common percussion instruments used in the classroom.</p>	<p>Time</p> <p>This unit will use traditional tales, such as The Three Billy Goats Gruff, Jack and the Beanstalk and Goldilocks, to teach musical skills this term. The children will build on the knowledge already acquired this year with pitch matching within a small range, using their thinking voice and opposites such as fast/slow, high/low.</p>
	<p><i>Ongoing:</i>          Explore, use and refine a variety of artistic effects to express their ideas and feelings.          Explore and engage in music making and dance, performing solo or in groups.</p>					