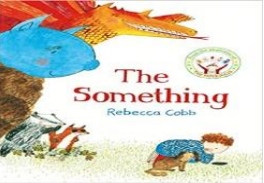
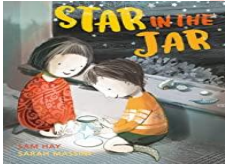


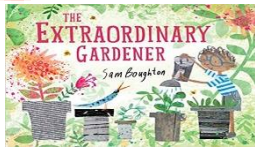





# Wheelock Primary School Reception Long term plan

*\*\*Please note that this long-term plan is subject to change and may be adapted based on children's individual interests and the needs of both individuals and the cohort.*

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
Main Theme (not limited to)	It's Good to be me!	Let's explore!	Creatures great and small	Once upon a time	Come outside!	Big Wide World
	Seasonal change: Autumn		Seasonal change: Winter		Seasonal change: Spring	
	<b>Celebrations:</b> Harvest Bonfire Night Diwali Christmas		<b>Celebrations:</b> Lunar New Year Children's Mental Health Week Mother's Day Chinese New Year Easter Eid Al Fitr		<b>Celebrations:</b> Father's Day Eid Al Adha	
Possible ideas/lines of enquiry.	Ourselves Families Homes Our community, People who help us	Local area UK Transport Day and night Earth and Space (significant people)	Farm animals, Woodland Nocturnal animals The environment Cold climates	Growing up- babies Life in the past to now Traditional stories Story settings	Plants Minibeasts Life cycles	Seaside Hot climates Jungle animals Sea creatures The world
Literacy text (Not flexible due to progressive scheme)	<b>The Something</b>  Narrative: A losing story  Recount: Animal information	<b>Star in a Jar</b>  Narrative: A finding story	<b>Juniper Jupiter</b>  Narrative: Non narrative: A letter	<b>Little Red</b>  Narrative: A Traditional Tale	<b>The Extraordinary Gardener</b>  Narrative: A transformational story  Instructions: How to grow a garden plant/vegetable	<b>The Storm Whale</b>  Narrative: A Friendship Story



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Maths	Mastering Number programme	We will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. We will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		We will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. We will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. We will begin to connect quantities to numerals.		We will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. We will secure knowledge of number facts through varied practice.
	White Rose	Block 1 – Match, sort and compare Block 2 – Talk about measure and pattern Block 4 – Circles and triangles Block 6 – Shapes with 4 sides		Block 8 – Mass and capacity Block 10 – Length, height and time Block 12 – Explore 3D shapes		Block 14 – How many now? Block 15 – Compose & decompose Block 16 – Sharing and grouping Block 17 – Visualise, build and map Block 18 – Make connections
Personal, Social and Emotional Development	Across the curriculum	Strong, warm and supportive relationships with adults in our setting enable us to learn how to understand our own feelings and those of others. We are supported to recognise and manage emotions, develop a positive sense of self, set ourselves simple goals, have confidence in our own abilities, to persist and wait for what we want and direct attention as necessary. Through adult modelling and guidance, we will learn how to look after our bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, we will learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which we can achieve at school and in later life.				
	Jigsaw PSHE	Respectful friendships.  What would life be like if we all liked the same things?	Being Me in My world  Respectful friendships/being safe  How can we make other people feel welcome?	Dreams and Goals  Mental Well-being  What does it mean to feel proud?	Healthy Me Physical health and fitness / healthy eating.  How do we stay healthy and safe?	Relationships Caring friendships / families.  How do we stop ourselves from being lonely?



# Wheelock Primary School Reception Long term plan

	Is it ok to be different?					
Communication and language	<p><b>By engaging in high quality back-and-forth interactions with skilled adults we will develop the foundations for language and cognitive development. Using SHREC guidance adults will engage in high quality interactions including; commenting on what we are interested in or doing, and echoing back what we say with new vocabulary added, supporting us to build our language effectively.</b></p> <p style="text-align: center;"><b>Across the year;</b></p> <ul style="list-style-type: none"> <li>• We will continue to learn new vocabulary and its meaning.</li> <li>• We will continue to use new vocabulary in conversations and discussions – with teachers and peers.</li> <li>• Regularly listen to high quality stories and engage actively in stories, non-fiction, rhymes and poems.</li> </ul>					
	<p>Understand how to listen carefully and know why listening is important.</p> <p>Engage in story times.</p> <p>Talk about own interests/ experiences that are familiar.</p> <p>Follow simple instructions.</p> <p>Showing interest in others.</p> <p>Begin to use appropriate language in role play.</p>	<p>Ask questions to find out more and to check we understand what has been said to me.</p> <p>Develop social phrases.</p> <p>Engage in story times.</p> <p>Retell some details from simple stories.</p> <p>Begin to take part in discussion.</p>	<p>Articulate ideas and thoughts in simple sentences.</p> <p>Talk about likes and dislikes.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Explore non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a familiarity with new knowledge and vocabulary.</p> <p>Retell a simple story with story language.</p> <p>Recall key points from a story.</p>	<p>Give attention to what others say and begin to respond appropriately.</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>Explore vocabulary and articulate ideas and thoughts into well-formed sentences.</p> <p>Use own story lines in play.</p>	<p>Share ideas confidently in talk partners or small groups.</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 to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Describe events in detail.</p>	<p>Retell a story once developed a deep familiarity with the text; some as exact repetition and some in our own words.</p> <p>Recite some simple poems, rhymes and songs.</p> <p>Use new vocabulary confidently in different contexts.</p> <p>Talk about past and present events with confidence.</p> <p>Describe changes and observations.</p> <p>Respond to what people say with relevant</p>



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						comments, questions or actions.
Physical development	<b>Across the year we will:</b>					
	<ul style="list-style-type: none"> <li>Develop overall body strength, co-ordination, balance, and agility to support lessons in dance, gymnastics and sport.             <ul style="list-style-type: none"> <li>Develop fine motor skills to use a range of tools safely and confidently.</li> </ul> </li> <li>Always have access to pencils, paintbrushes, scissors, knives, forks, and a spoon.</li> <li>Develop a good posture when sitting at a table (classroom and dinner times)             <ul style="list-style-type: none"> <li>Develop a good pencil grip ready for Year 1 writing expectations.</li> </ul> </li> </ul>					
Across the curriculum children will be taught to;	<p>Further develop the skills we need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene.</p> <p>Begin to safely explore tools and equipment.</p> <p>Use pencils and other equipment comfortably.</p> <p>Make snips in paper using one hand. (or two where required)</p>	<p>Revise and refine the fundamental movement skills we have already acquired; Rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Experiment with moving in different ways to music.</p> <p>Begin to use taught letter formations in writing.</p>	<p>Further develop and refine a range of ball skills.</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Use an effective pencil grip.</p> <p>Develop skill when using a range of tools including scissors.</p>	<p>Negotiate space successfully and adjust speed and direction.</p> <p>Know and talk about the different factors that support their overall health and wellbeing.</p> <p>Develop increasing control with a ball.</p> <p>Form recognisable letters with an effective pencil grip.</p>	<p>Combine different movements with ease and fluency.</p> <p>Use equipment safely with consideration for others.</p> <p>Use scissors and small tools with increasing confidence.</p> <p>Begin to use the tripod grip to draw and write accurately.</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Negotiate space and obstacles safely.</p> <p>Move energetically in a range of ways.</p> <p>Use the tripod grip comfortably.</p> <p>Use a range of small tools accurately.</p> <p>Show accuracy when drawing.</p>



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	Sports coaching	Fine motor skills	Fundamental movement skills	Object manipulation	Target games	Athletics	Striking and fielding games
<p><b>Understanding the world</b></p> <p>Not limited to-Children's natural curiosities and interests will be followed and</p>	<p>Identify family members using key vocabulary.</p> <p>Recall simple events/experiences with family members.</p> <p>Make simple comparisons between other families.</p> <p>Recognise and understand that families are all different.</p> <p>Know that we can find information out from different sources.</p> <p>Identify and talk about the roles of people who help us in the community. (Visitors into school)</p> <p>Recognise a map and listen to stories that contain maps.</p> <p>Begin to learn about the seasons and know that it is Autumn.</p>	<p>Use language of time when talking about past and present events in our own lives and other people's lives.</p> <p>Discuss key historical events and why and how we celebrate today?</p> <p>Remembrance day Christmas Day, Diwali Space travel</p> <p>Talk about key historical figures and why we celebrate them. (Significant people)</p> <p>Know where we live.</p> <p>Explore the local area and identify some key land marks in local area.</p> <p>Draw simple maps.</p> <p>Begin to use positional language.</p>	<p>Represent own day on a timeline.</p> <p>Make observations and find new information about different places.</p> <p>Understand that new information can be learned by asking questions.</p> <p>Find out about countries with a cold climate through non-fiction texts, stories, visitors and celebrations.</p> <p>Use positional language.</p> <p>Begin to explore the Beebots and instruct a friend to move.</p> <p>Begin to recognise that some environments are different to the one we live in.</p> <p>Explore a range of maps including a map of the United Kingdom.</p>	<p>Talk about changes in our own lifetime and what happens when we get older.</p> <p>Describe familiar situations in the past when looking at old photographs or sharing stories.</p> <p>Comment on simple changes and begin to understand that life was different in the past.</p> <p>Find out about the past through non fiction texts, stories, visitors and celebrations.</p> <p>Talk about key historical figures and describe their achievements. (Significant people)</p> <p>Talk about technology and how it can help us direct ourselves e.g google maps.</p>	<p>Recount an event that has happened.</p> <p>Know that different places are special to different people.</p> <p>Draw information from a simple map and identify landmarks of local area.</p> <p>Identify plants/ trees in own surroundings e.g school, home, local area.</p> <p>Take part in planting and maintaining plants within our school grounds.</p> <p>Name some basic parts of a plant as we see them develop.</p> <p>Observe plants and trees around us and how they change.</p> <p>Identify and name some minibeasts.</p>	<p>Order experiences that have happened to us or in stories.</p> <p>Compare and contrast different places.</p> <p>Show respect to one another and to all animals.</p> <p>Create own maps using symbols.</p> <p>Make observations and find new information about countries with hot climates, describing basic features of studied location. (Africa)</p> <p>Name a range of jungle animals and describe where they live. (habitats)</p> <p>Name a range of sea creatures and describe where they live. (habitats)</p>	



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	<p>Describe some simple changes that happen in Autumn.</p> <p>Name basic body parts and begin to describe some ways to keep ourselves healthy (including oral hygiene).</p>	<p>Recognise some common signs.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Explore a variety of everyday materials through play; including wood, plastic, glass, metal, water and paper.</p> <p>Begin to understand what recycle means and why we should do it.</p>	<p>Describe an animal using some scientific vocabulary.</p> <p>Understand that animals live in different habitats.</p> <p>Develop a basic understanding of some habitats.</p> <p>Describe some simple changes that happen in Winter.</p>	<p>Programme a BeeBot with increasing confidence.</p> <p>Begin to understand human life cycles and how we grow and change.</p> <p>Describe simple differences on how they look now and how they will look when they are older.</p> <p>Describe some simple changes that happen in Spring.</p>	<p>Describe simple life cycles.</p> <p>Recognise that some lifecycles are different to the human lifecycle.</p>	<p>Compare and sort animals based on where they live.</p> <p>Describe some animal body parts.</p> <p>Understand that animals are suited to their habitat.</p> <p>Describe some simple changes that happen in Summer.</p>
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Throughout the year we will work through the agreed school syllabus for R.E. They will learn about different religions, views and values through special places, books, people and objects and although through school visits to places of worship. R.E will be taught through stories and practical activities and children will explore religion through discussion points where they will have the chance to express their own feelings and experiences of religion. The subject 'R.E – Religious Education, links to the EYFS curriculum through PSED AND UTW.

<b>Religious Education</b>	<p><b>Special people</b></p> <p><b>Religion:</b> Christianity</p> <p><b>Key Question:</b> What makes people special?</p> <p>Discuss why we are special. Explore how our families got ready to welcome us. Reflect on how school has welcomed us.</p>	<p><b>Christmas</b></p> <p><b>Religion:</b> Christianity</p> <p><b>Key question:</b> Why do Christians perform special nativity plays at Christmas?</p> <p>EYFS Nativity performance (acting and singing)</p>	<p><b>Celebrations</b></p> <p><b>Religion:</b></p> <p><b>Key question:</b> How do celebrations bring Christians together in different ways?</p> <p>Explore how the Bible tells stories about God and Jesus e.g Lost sheep, Lost Coin. Learn that Christians believe God is like a king, a</p>	<p><b>Easter</b></p> <p><b>Religion:</b> Christianity</p> <p><b>Key Question:</b> What is Easter?</p> <p>Ask simple questions about the Easter story and show curiosity about what happened. Explore how and why people celebrate special events.</p>	<p><b>Special places</b></p> <p><b>Religion:</b> Christianity, Islam, Hinduism, Sikhism</p> <p><b>Key Question:</b> What makes places special?</p> <p>Begin to recognise some religious places of worship. Name a place that is special to us.</p>	<p><b>Our world</b></p> <p><b>Religion:</b> Christianity, Islam, Judaism</p> <p><b>Key Question:</b> Why should we look after the world?</p> <p>Explain the Christian, Jewish and Muslim views on creation. Explore the idea that the world isn't treated well,</p>
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# Wheelock Primary School Reception Long term plan

	<p>Discover how Christians, Jews and other religious groups have special ways of welcoming babies. Explore what it means to be religious. Visit the local church.</p> <p><b>Key vocabulary:</b> God, creator, creation, Belonging, Respect all, Baptism, Church of England, welcome</p>	<p>Read the Christmas story and discuss characters/key events. Talk about how I feel when I get given a gift.</p> <p><b>Key vocabulary:</b> Jesus, Mary, Joseph, Christmas</p>	<p>shepherd and a father. Retell &amp; role play simple bible stories.</p> <p><b>Key vocabulary:</b> God Holy book Belief Rescue Allah Brahman Shepherd lost</p>	<p><b>Key vocabulary:</b> Resurrection Easter Good Friday Jesus New life</p>	<p><b>Key vocabulary:</b> Church Mandir Gurdwara Synagogue bible</p>	<p>and discover ways that we are meant to look after it. Explore the Christian belief that God made the world, and why they feel it is important to say thank you.</p> <p><b>Key vocabulary:</b> Creation Muslim Jew Christian</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Expressive Arts and Design</b></p>	<p>Join in with well-known nursery rhymes.</p> <p>Describe the sounds I can hear.</p> <p>Give meaning to marks we make.</p> <p>Use shapes to represent objects when drawing. E.g circle for a face Significant artist: Frida Kahlo</p> <p>Know the names of the colours and make choices about the colours we use.</p> <p>Explore and comment on texture.</p> <p>Make scissor snips in paper.</p>	<p>Learn new songs and join in with a performance of songs and actions. (Nativity)</p> <p>Describe our drawings.</p> <p>Add more details to drawings. E.g Adds eyes, nose and mouth to a face.</p> <p>Explore a range of colours and know that colours can be changed.</p> <p>Begin to snip along a line when cutting.</p> <p>Explore printing tools in the environment.</p>	<p>Explore music instruments including body percussion.</p> <p>Begin to play basic instruments in time.</p> <p>Draw with increasing detail.</p> <p>Convey emotions in pictures and drawings.</p> <p>Follow a curved line to cut with some accuracy.</p> <p>Use a range of natural and man-made printing materials.</p> <p>Know what collage is and begin to experiment with collage.</p>	<p>Experiment with tempo, pitch and dynamics, Describe and recognise some instrument sounds.</p> <p>Create observational drawings linked to a topic/theme.</p> <p>Mix some colours using visual prompts.</p> <p>Explore different techniques for using paint when creating splatter pictures. Significant artist: Jackson Pollock</p> <p>Cut a variety of shapes with some accuracy.</p>	<p>Sing a range of familiar nursery rhymes- singing sometimes in tune.</p> <p>Create observational drawings with increasing accuracy and detail.</p> <p>Explore colour mixing to create a range of colour and how white and black can change colour.</p> <p>Cut a range of shapes and materials with increasing accuracy.</p> <p>Use a range of media to print patterns.</p>	<p>Perform simple songs, rhymes and poems, moving in time with the music.</p> <p>Compose and adapt my own music.</p> <p>Create detailed drawings and discuss details when talking about our work.</p> <p>Plan ahead which colours to use.</p> <p>Use visual prompts to mix colours, achieving desired colour.</p> <p>Use scissors safely and confidently to support in our creations.</p>



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	<p>Begin to snip along a line when cutting.</p> <p>Explore print with hands and fingers.</p> <p>Explore loose parts to create models.</p> <p>Explore junk modelling within provision.</p> <p>Use simple joins when creating models e.g glue, masking tape.</p> <p>Explore wheels and axels within construction and loose parts play.</p>	<p>Explore junk modelling within provision.</p> <p>Use simple joins when creating models e.g glue, masking tape.</p> <p>Explore wheels and axels within construction and loose parts play.</p>	<p>Plan and create models for own pleasure, events and celebrations.</p> <p>Use more developed joining techniques when creating models e.g string, stapler</p>	<p>Explore pattern when printing.</p> <p>Create collages with a range of materials.</p> <p>Plan and create models for on pleasure, events and celebrations.</p> <p>Significant artist: Megan Coyle</p> <p>Use more developed joining techniques when creating models e.g. string, stapler</p>	<p>Plan and select certain materials and resources to create own models.</p> <p>Explore how natural resources can be manipulated to make 3d sculpture. Significant artists: Andy Goldsworthy, Beth Cavener</p> <p>Experiment with more complex joins when creating models e.g split pin, treasury tag, flange join, L brace join</p> <p><b>Food and Nutrition:</b></p> <ul style="list-style-type: none"> <li>• Hygiene</li> <li>• Follow instructions given by adult one at a time</li> <li>• Preparation e.g. Washing, drying</li> <li>• Peeling, opening, tearing, mixing</li> <li>• Name equipment</li> <li>• Taste and give opinion</li> </ul>	<p>Confidently create own printing pictures making choice about tools and pattern.</p> <p>Plan and select certain materials and resources to create own models.</p> <p>Experiment with more complex joins when creating models e.g split pin, treasury tag, flange join, L brace join</p>
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