



Reception Long-Term Plan

This is a working document and highlights the main topic focus for each term. Our children lead learning and things will change in response to their interests and needs. Throughout each term we focus our time on developing the children's confidence in the setting and with their peers. We link activities to starter themes (see below), stories, and the children's interests and encourage quality discussion and questioning in order to extend their knowledge and understanding. Children are supported in their learning through planned and spontaneous play opportunities as well as adult led activities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	<p>All Aboard</p> <p>We will talk about past and present events in their own lives and know how they are similar and different to others.</p>	<p>Is there anybody out there ?</p> <p>Know that people have differences and there are differences between themselves and others' traditions.</p>	<p>What happened once upon a time?</p> <p>We will look at similarities and differences between ourselves and other traditions and be sensitive to these traditions. (Chinese New Year) We will look at similarities and differences in objects and materials.</p>	<p>Who's afraid of the big bad scarecrow?</p> <p>We will look at similarities and differences in living things. We will make observations of plants and say why things change and may happen.</p>	<p>Who goes to the ugly bug ball?</p> <p>Learn about the location of animals and how features of animals relates to their environment.</p>	<p>Where shall we go today?</p> <p>We will talk about seashores in the past and know about similarities and differences between communities. We will talk about similarities and differences in relation to places and features of their own immediate environment.</p>
	We will also learn about seasonal changes in our environment in all three terms					
Key Texts	<p>Stories with repetitive patterns</p> <p>Wk 1 – ORT Wk 2 - Pirates Love Underpants Wk 3 - Funny Bones</p>	<p>Celebration Stories Science Fiction Stories</p> <p>Wk 1 Guy Fawkes Wk 2 Rama and Sita Wk 3 Bob The Man on The Moon</p>	<p>Traditional Tales Recount, Fiction Labels, Lists and Instructions</p> <p>Wk 1 Cinderella Wk 2 Three Little Pigs Wk 3 Chinese New Year</p>	<p>Fiction and Non Fiction based on plants Instructions, Letters Legend</p> <p>Wk 1 Jaspers Beanstalk Wk 2 A Tiny Seed</p>	<p>Familiar Settings- Animal stories Fiction Non Fiction Information Texts – minibeasts Riddles and rhymes</p> <p>Wk 1 The Very Hungry Caterpillar Wk 2 Farmer Duck Wk 3 Frog Life Cycle</p>	<p>Narrative Writing – 3 part story Jokes – humour Poetry</p> <p>Wk 1 Rumble in the Jungle Wk 2 Rocky and Blanche</p>



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	Wk 4 - The Selfish Crocodile Wk 5 - Supertato Wk 6- The Troll	Wk 4 Aliens love underpants Wk 5 Christmas Nativity Story Wk 6 The Little Robin Red Vest	Wk 4 The Gingerbread Man Wk 5 Little Red Hen Wk 6 Goldilocks and The Three bears	Wk 3 Legend of George and The Dragon Wk 4 The Enormous turnip Wk 5 The Hungry Giant Wk 6 Jim and the Beanstalk	Wk 4 Non Fiction text – Ladybirds Wk 5 Monkey Puzzle Wk 6 Riddles	Wk 3 Annie’s Knitting Extravaganza Wk 4 The Little Penguin Wk 5 Dear Zoo Wk 6 Poetry
Throughout the year the children will learn that a sentence is a group of words that make sense. It begins with a capital letter and ends with a full stop. Words must be separated with finger spaces. Capital letters are used for names and the use of the personal pronoun I.						
Key Experiences	Crunching in autumn leaves	Nativity Playing with ice/snow Christmas party Christmas dinner	Planting a seed Observing & Investigating spring flowers Pancake Making	Looking at a range of seeds. Mother’s Day cards Easter Basket	Butterfly nets Making a wormery Visit to a farm	Transition Day Looking back over the year and celebrating achievements punch and Judy Show.
Communication, Language and Literacy Development	Role play area: Pirate Ship/ Baby clinic All About Me books,made by the children Favourite nursery rhymes Books about the body Under the Sea discussion Life experience books	Role play area: Space Ship Invitation writing – parties/ birthdays/ wedding. Adjectives to describe fireworks. Bonfire night news – sharing with the rest of the class. Circle times Follow the leader –	Role play area: Chinese restaurant, then Shoe Shop Make a book about people who help us Small world play Books, rhymes and songs Talking and listening games Retell the stories Discuss ideas and	Role play area: Garden Centre Discuss/describe flowers and seeds. (size, shapes, names, colours) Ask and answer ‘how’ and ‘why’ questions. Use past, present and future forms accurately.	Role play area: vets Make up riddles about minibeasts Dressing up as minibeasts Talking about pets Small world play – tray with earth, gravel,	Role play area: Travel Agents Fiction and non-fiction books - wild animals from around the world Writing animal fact files Fiction and non-fiction books



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	<p>'Who is it?' listening game – identifying by Favourite story days Show and tell What sound is at the start my name? Listening ears. Focussing attention tuning in to listening. Short periods of time. Stories, carpet session, one another.</p>	<p>responding to instructions and ideas. Talking about favourite stories. Learning and retelling stories. Sharing news.</p>	<p>predict/explain what is happening to the bulbs we planted.</p>		<p>small pond, pot plants and plastic minibeasts Minibeast puppets to retell and create Describe what they see in relation to new life, animals, minibeasts. Talking about their new knowledge related to life cycles – through related experiences for example: frogs/ butterflies</p>	<p>Listening in a range of situations. Talking about past and future events. Holidays in the past and sharing video clips</p>
Physical Development	<p>Dance Nursery Rhymes: (Hickory Dickory Dock – V Sabin Hop skip_and Jump)</p>	<p>Games Action Games (LCP File)</p>	<p>Dance Going to the Park (LCP File)</p>	<p>Dance We're Going On A Bear Hunt (Time To Move)</p>	<p>Dance Animals (Hungry Caterpillar – Val Sabin Rainbow fish.- Val Sabin (Yr 1) Angry Elephant - Val Sabin)</p>	<p>Gymnastics Travelling and Taking Weight (Val Sabin Unit C)</p>
	<p>Gymnastics Stretching and Curling (Val Sabin Unit B)</p>	<p>Gymnastics Stretching and Curling (Val Sabin Unit B)</p>	<p>Gymnastics Travelling and Balancing (Val Sabin Unit A)</p>	<p>Games Animal Games (Focus on Team Games)</p>	<p>Games Using Equipment (LCP File)</p>	<p>Games Sports Day Activities (LCP File)</p>
Literacy Development	<p>Letters and sounds - Phases 1&2 s,a,t,p</p>	<p>Letters and sounds Phase 2 and introduce phase 3</p>	<p>Letters and sounds Phase 3</p>	<p>Letters and sounds Phase 3</p>	<p>Letters and sounds Phase 4</p>	<p>Letters and sounds Phase 4</p>



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	<p>i n m d g o c k c k e u r</p> <p>Tricky Words: l, the</p> <p>CVC words Write own name Write lists Captions</p>	<p>h,b,f, ff ,l, ss w,v,j,x y,z. zz qu</p> <p>Read Tricky words: l the no go to</p> <p>Recount (Holiday news) CVC words Write own name Write lists Labels Letters to Father Christmas</p>	<p>sh, ch, th, ng, ee, oo, ai, or, ou, ow, oa, oi, ie</p> <p>Read Tricky words: he, she, we, me, be, was,</p> <p>Spell tricky words: l the no go to</p> <p>Recounts/ Retell Describe characters Lists Instructions Invitations</p>	<p>ue. ar, ur igh, ear, air, ure</p> <p>Read Tricky words: my, you, her, they, all, are</p> <p>Spell tricky words: he, she, we, me, be, was,</p> <p>Link sound to letter name</p> <p>Write instructions Retell Recipe Letters</p>	<p>St, nd, mp, nt, nk, ft, sk, lt, lp, tr, dr, gr, cr, br, fr</p> <p>Read tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p> <p>Spell tricky words: my, you, her, they, all, are</p> <p>Retell Write jokes for the teapot Write messages Information Books</p>	<p>bl, fl, gl, pl, cl, sp, st, tw, sl, sm, Spell tricky words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p> <p>Retell Write jokes for the teapot Write messages Information Books</p>
<p>Mathematics</p>	<p><u>Number and Place Value</u></p> <p>Numbers to 5</p> <ul style="list-style-type: none"> ● 1,2,3 ● 4 ● 5 <p><u>Addition and Subtraction</u> sorting into groups</p> <p><u>Number and Place Value</u> Comparing quantities of identical objects Comparing quantities of non identical objects</p> <p><u>Addition and Subtraction</u></p>	<p><u>Addition and Subtraction</u> number bonds to 10</p> <p><u>Number and Place Value</u></p> <p>Numbers to 10</p> <ul style="list-style-type: none"> ● 6,7,8 ● 9,10 ● comparing groups up to 10 <p><u>Addition and Subtraction</u> Comparing two groups to find the whole Number bonds to 10 - 10 frame Number bonds to 10 - part-whole model</p> <p><u>Geometry - Shape and Space</u></p>	<p><u>Geometry - Exploring Pattern</u> Making simple patterns Exploring more complex patterns</p> <p><u>Addition and Subtraction</u> Adding by counting on Taking away by counting back</p> <p><u>Number and Place Value</u> Counting to 20</p> <p><u>Multiplication and Division</u> Doubling Halving and Sharing Odds and Evens</p>			



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	<p>one more one less</p> <p><u>Measurement</u> Time - My day</p>	<p>Spatial Awareness 3D Shapes 2D Shapes</p>		<p><u>Measurement - Measure</u> Length, height and distance Weight Capacity</p>		
	<p>Name flat 2D shapes. Use positional language Order familiar events.</p>	<p>Recognise, create and continue patterns</p>	<p>Name 3-D solid shapes. We will select a named shape.</p>	<p>Order two items by weight Order two items by capacity</p>	<p>Positional language Length and height</p>	<p>Time vocabulary Language associated with money Measure periods of time</p>
<p>Understanding the World- Science focus</p>		<p>Children know about similarities and differences in relation to living things</p> <p>Name body parts and learn about healthy diet, exercise and hygiene.</p>	<p>Look at similarities and differences in objects and materials.</p> <p>Name and describe the material of different objects. Sort according to different criteria : magnetic, hard, soft, waterproof, hot/cold etc</p>	<p>Know about similarities and differences in relation to living things.</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Plant seeds Name and label parts of a plant: leaf, Stem, root, flower, petal</p> <p>Measure and describe changes of growing plants (including decay)</p> <p>Observations of different plants similarities and</p>	<p>Know about similarities and differences in relation to living things.</p> <p>Make observations of animals and explain why some things occur, and talk about changes.</p> <p>Bug hunt Identify, name and talk about mini-beasts in the local environment.</p> <p>Label parts of mini-beasts</p> <p>Lifecycle of butterfly, frog</p>	<p>Learn about location of animals and how features of animals relates to their environment.</p> <p>Discuss how animals adapt to different environments (compare hot and cold climates)</p> <p>Polar animals - penguin, polar bear</p> <p>Animals found in deserts and Africa - camel, elephants, giraffes</p> <p>Use non-fiction books to found out about features of these animals - blubber, thick coat, camel hump stores water,</p>



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				<p>differences - compare different plants grow from a bulb and some from a seed.</p> <p>Know that we eat some leaves and vegetables</p>		<p>bathing in mud to keep cool.</p>
<p>Understanding the World- Geography focus</p>	<p>Children know about similarities and differences in relation to places. Talk about features of their own immediate environment.</p> <p>Know my address talk about my home and where I live.</p>		<p>Children know about similarities and differences in relation to places. Talk about features of their own immediate environment.</p> <p>Talk about different house types</p>		<p>Talk about features of their own immediate environment.</p> <p>Identify, name and talk about mini-beasts in the local environment. –</p> <p>Make a happy home for a bug.</p>	<p>We will talk about similarities and differences in relation to places and features of their own immediate environment</p> <p>Explore animal habitats from around the world.</p> <p>Explore animal habitats from around the world. Compare environments and animals in cold places (penguins) and hot places (Africa).</p>
<p>Understanding the World- History focus</p>	<p>Children talk about the past and present events in their own lives and in the lives of family members.</p> <p>Sequence how I have grown timeline and talk about how I have changed.</p>	<p>Children talk about the past and present events in their own lives and in the lives of family members.</p> <p>Guy Fawkes / Bonfire night</p> <p>Remembrance day</p>	<p>Children talk about the past and present events in their own lives and in the lives of family members.</p> <p>Pancake Day</p>			<p>Children talk about the past and present events in their own lives and in the lives of family members.</p> <p>Find out about holidays in the past – video</p>



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	<p>Talk about my family and what we like?</p> <p>Sequence events to understand then & now / past & present e.g. sequence nursery rhyme pictures.</p>					<p>Watch a punch and Judy show</p> <p>Compare and describe transport from a long time ago</p>
<p>Creative/ Expressive Arts and Design - Art focus</p>	<p>Drawing – Portraits of Ourselves, friends and family</p> <p>Collage Simple paper collage Pirate ship Paper weaving or pipe cleaners for weaving Design a flag</p>	<p>Drawing – Poppies – pastel Mixing colours to create Autumnal colours</p> <p>Painting Rockets, Space exploring colour and shape</p> <p>3D Diva Lamps</p> <p>Artists Miro, Kadinsky</p>	<p>Drawing Fairy Tale characters</p> <p>3D Building houses using different materials and an small and large scale</p> <p>Printing Print with variety of objects eg string, bubbles in paint, hand prints, finger prints.</p>	<p>Drawing FIDrawing Flowers, plants, trees (pencil, crayon, chalk)</p> <p>Painting Colour mixing Observe daffodils, hyacinths etc and colour mix to create appropriate colours</p> <p>Collage and Artist Matisse</p>	<p>Drawing Create home for own minibeast Create own imaginary creatures. Flower drawings</p>	<p>Painting Hot and cold colours and backgrounds for animal silhouette</p> <p>3D Weaving</p>
<p>Creative/ Expressive Arts and Design -</p>	<p>Model ships Fruit Jelly Melon Boats</p>	<p>Rockets Diva Lamp Christmas Card</p>	<p>Model houses large and small scale using variety of media</p>	<p>Moving dragon using split pins Scarecrow Waterflow</p>	<p>Forest fun style activities – building homes, joining materials to</p>	<p>Make a vehicle Foods in hot and cold places</p>



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Design & Technology focus				challenge – tubes and stands	make stick men , leaf pictures etc	
Creative/ Expressive Arts and Design - Music focus	<p>Duration (Pulse and Rhythm) Tempo</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express Special People</p>	<p>Texture</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express Working World –</p>	<p>Structure</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express : Growth and Change</p>	<p>Pitch Dynamics</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express : Growth and Change</p>	<p>Structure</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express Moving Patterns</p>	<p>Pitch Timbre Notation</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> <p>Music Express : high and Low Music Express : Our Senses – (timbre)</p> <p>Music Express : Our Senses –Teddy Bear Summer 2 (Notation)</p>
RE	<p><u>EYFS- Chatterbox Unit</u> I am special</p> <p><u>EYFS- Chatterbox Unit</u> Harvest- Saying thank you to God at Harvest time.</p>	<p><u>EYFS- Chatterbox Unit</u> Christmas- How do we celebrate Jesus' birthday?</p> <p><u>UC-F2-</u> Why do Christians perform Nativity plays at</p>	<p><u>EYFS- Chatterbox Unit</u> Special People- What makes a person special?</p>	<p><u>EYFS- Chatterbox Unit</u> Stories Jesus Heard</p> <p><u>EYFS- Chatterbox Unit</u></p>	<p><u>EYFS- Chatterbox Unit</u> Friendship- What makes a good friend?</p> <p><u>EYFS- Chatterbox Unit</u></p>	<p><u>EYFS- Chatterbox Unit</u> Prayer-What is prayer?</p> <p><u>EYFS- Chatterbox Unit</u> Special Times – How do we celebrate special times?</p>



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	<p><u>UC-F1</u>- Why is the word 'God so important to Christians? (Creation)</p>	<p>Christmas? (Incarnation)</p>	<p><u>EYFS- Chatterbox Unit</u> Stories Jesus Told</p> <p><u>Non Christian Faith-</u> Hinduism - Diwali – festival of light (Hanukkah)</p>	<p>Easter</p> <p><u>UC-F3</u>- Why do Christians put a cross in the Easter garden? (Salvation)</p>	<p>Special Places- What makes a place special/holy?</p> <p><u>Non Christian Faith-</u> Muslim- Mosque- places of Worship</p>	<p><u>Non Christian Faith- Muslim-Prayer</u></p> <p>Hindu- Puja tray</p> <p>Jewish New Year- Rosh Hashanah</p> <p>Chinese New Year</p> <p>(New beginnings & celebrations)</p>
<p>PHSE</p>	<p>Getting to know each other/School Values</p>	<p>Bonfire night safety Preparing for Christmas/Eid and other celebrations. Selecting and initiating activities independently. Conflict resolution</p>	<p>Looking after nature</p>	<p>Looking after animals Thinking of others (mothers) and different types of families.</p>	<p>Team Work – sharing ideas. Organising group activities.</p>	<p>Exploring feelings and working as a class as we prepare to move up to year one.</p>
<p>British Values</p>	<p>Tolerance of Different Faiths and beliefs: Diwali and Hannukah</p> <p>Rule Of Law: Following rules and routines</p> <p>Mutual Respect: Sharing and turn taking</p>		<p>Tolerance of Different Faiths and beliefs: Chinese New Year</p> <p>Individual Liberty: Develop self-confidence and self-esteem in their own ability through taking risks on an obstacle course, mixing colours and discuss why different people have different opinions.</p>		<p>Tolerance of Different Faiths and beliefs: Mosque – looking at different places of worship</p> <p>Democracy: Vote for a person or group that has been the most supportive during sports day. Vote for monitors / helpers etc.... Pupil Survey – understanding their voice and opinion counts.</p>	