



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>What and why do people celebrate ?</p> <p>Know that people have differences and there are differences between themselves and others' traditions.</p>	<p>What happened once upon a time and what has changed ?</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 observe and interact with change in states of matter eg ice, shadows, sound, magnets, light, floating</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 – Favourite Stories familiar to the children</p>	<p>Celebration Stories Science Fiction Stories</p> <p>Wk 1 Guy Fawkes/ Aliens love underpants</p>	<p>Traditional Tales Recount, Fiction Labels, Lists and Instructions</p> <p>Wk 1 Goldilocks and The Three bears/ The Runaway Iceberg</p>	<p>Fiction and Non Fiction based on plants Instructions, Letters Legend</p> <p>Wk 1 The Enormous turnip Wk 2 A Tiny Seed</p>	<p>Familiar Settings- Animal stories Fiction Non Fiction Information Texts – minibeasts Riddles and rhymes</p> <p>Wk 1 Selection of Non Fiction Minibeast texts</p>	<p>Narrative Writing – 3 part story Jokes – humour Poetry</p> <p>Wk 1 Seasons Wk 2 Dear Zoo</p>



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	Wk 2 - Pirates Love Underpants, Wk 3 - Funny Bones, Children around the world Wk 4 - Supertato Wk 5 - Non Fiction Human Body, Mr Men and Little Miss stories Wk 6- The Troll	Wk 2 Rama and Sita/ A Day in the Life of Bob Wk 3 Whatever Next? Wk 4 Pumpkin Soup Wk 5 Christmas Nativity Story Wk 6 A letter to Father Christmas	Wk 2 Day Monkey Night Monkey Wk 3 Peace at Last / Who Sank The Boat ? Wk 4 The Little Red Hen Wk 5 Three Little Pigs Wk 6 Gingerbread Man	Wk 3 Jaspers Beanstalk Wk 4 TBC Wk 5 The Easter Story Wk 6 The Easter Story / Legend of George and The Dragon	Wk 2 The Very Hungry Caterpillar, Monkey Puzzle Wk 3 Frog Life Cycle Wk 4 What the Ladybird heard ? Wk 5 One World Wk 6 There was an old woman who swallowed a fly Wk 7 Riddles	Wk 3 Annie's Knitting Extravaganza/ Rocky and Blanche Wk 4 Going To India Wk 5 The Little Penguin Wk 6 Three Billy Goats Gruff
	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	Talk about photographs from home Guess the baby display Melon boats Explore floating and sinking materials/boats Explore school and school grounds. Meeting buddies. Explore the vegetables Meeting the clergy. Buddy assembly	Autumn walk Posada The Nativity performance Pantomime visit Father Christmas (virtual and in person) Poppadum tasting Making pumpkin soup Look at poppy wreath at church	Winter walk ice hand melting and freezing ice cubes sorting transparent materials sorting magnetic materials Dark den Make a shadow Sound walk Make sounds with instruments Exploring magnets area Making pancakes Visits from Paramedic, nurse, vicar Chinese Restaurant 999- emergency centre Building site	Spring walk Looking at a range of seeds, bulbs. Mother's Day cards Easter Basket Recording on going weather on a weather chart Making Scarecrows, waterflow challenge - tubes and stands Flower shop	Bug hunt Butterfly garden Observe tadpoles Vets role play Farm visit / minibeast man Stick man Happy home for a creature	Bug hunt Butterfly garden Observe tadpoles Vets role play Farm visit / minibeast man Stick man Happy home for a creature



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			Building model houses			
Communication, Language and Literacy Development	<p>Role play area: Pirate Ship/ Baby clinic</p> <p>All About Me books, made by the children</p> <p>Favourite nursery rhymes Books about the body</p> <p>Under the Sea discussion</p> <p>Life experience books</p> <p>'Who is it?' listening game – identifying by Favourite story days</p> <p>Show and tell</p> <p>What sound is at the start my name?</p> <p>Listening ears.</p> <p>Focussing attention tuning in to listening. Short periods of time.</p> <p>Stories, carpet session, one another.</p>	<p>Role play area: Space Ship</p> <p>Invitation writing – parties/ birthdays/ wedding.</p> <p>Adjectives to describe fireworks.</p> <p>Bonfire night news – sharing with the rest of the class.</p> <p>Circle times</p> <p>Follow the leader – responding to instructions and ideas.</p> <p>Talking about favourite stories.</p> <p>Learning and retelling stories.</p> <p>Sharing news.</p>	<p>Role play area: Chinese restaurant,</p> <p>Make a book about people who help us</p> <p>Small world play</p> <p>Books, rhymes and songs</p> <p>Talking and listening games</p> <p>Retell the stories</p> <p>Discuss ideas and predict/explain what is happening to the bulbs we planted.</p>	<p>Role play area: Garden Centre</p> <p>Discuss/describe flowers and seeds. (size, shapes, names, colours)</p> <p>Ask and answer 'how' and 'why' questions.</p> <p>Use past, present and future forms accurately.</p>	<p>Role play area: vets</p> <p>Make up riddles about minibeasts</p> <p>Dressing up as minibeasts</p> <p>Talking about pets</p> <p>Small world play – tray with earth, gravel, small pond, pot plants and plastic minibeasts</p> <p>Minibeast puppets to retell and create</p> <p>Describe what they see in relation to new life, animals, minibeasts.</p> <p>Talking about their new knowledge related to life cycles – through related experiences for example: frogs/ butterflies</p>	<p>Role play area: Travel Agents</p> <p>Fiction and non-fiction books - wild animals from around the world</p> <p>Writing animal fact files</p> <p>Fiction and non-fiction books</p> <p>Listening in a range of situations.</p> <p>Talking about past and future events.</p> <p>Holidays in the past and sharing video clips</p>



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Physical Development	<p style="text-align: center;">Dance All Aboard T MOVES DANCE REC Dinosaur Dance 6 Lessons to develop early dance skills</p> <p style="text-align: center;">(ELG PD – GROSS MOTOR SKILLS NEGOTIATING SPACE)</p> <p style="text-align: center;">Parachute Games LCP FS Physical Development – Sense of space x6 lessons to into class to use of parachute games / sharing / following instruction.</p> <p style="text-align: center;">(ELG PD – GROSS MOTOR SKILLS NEGOTIATING SPACE)</p>	<p style="text-align: center;">Games</p> <p>Actively teach:</p> <ol style="list-style-type: none"> 1) Sharing and choosing 2) Agreeing rules 3) Negotiating space 4) Working safely <ol style="list-style-type: none"> a) Running races b) Safe simple 'tig' c) Stuck in the mud d) Ball tig – using foam ball e) Pack-man tig (using lines on playground) f) Skipping & jumping races <p style="text-align: center;">(MOVING ENERGETICALLY / NEGOTIATING WITH OTHERS)</p>	<p style="text-align: center;">Dance Chinese New Year T MOVE DANCE REC</p> <p>Suggested Series of 3 lessons to develop dance skills – how to prepare for and celebrate Chinese New Year</p> <p style="text-align: center;">NB lessons to be repeated and extended until skills embedded</p> <p style="text-align: center;">(ELG PD – GROSS MOTOR SKILLS NEGOTIATING SPACE)</p>	<p style="text-align: center;">Games</p> <p>Fundamental Skills EASTER theme T MOVES GAMES REC</p> <p>Extend over 3 lessons</p> <p>Key skills: practise throwing and catching a ball and negotiating space effectively to play a team game. PD – GROSS MOTOR MOVEMENT SKILLS COMBINED)</p>	<p style="text-align: center;">Games</p> <p>Action Games LCP PHYSICAL DEV RESOURCE</p> <p>Teach series of games to reinforce skills developed so far including: -playing safely -following rules -sharing space</p> <ul style="list-style-type: none"> ● The Cat Game ● Musical Statues ● Creep up on the teacher ● Simon Says ● Who's got the honey pot? ● The Farmer's in his den ● Sleeping Lions ● The Wheels on the bus 	<p style="text-align: center;">Gymnastics</p> <p>Gym in the Jungle T MOVE PE REC (PD- Combine different movement with easy / fluency) Series of 6 lessons to build gymnastic skills encountered earlier this year.</p>
	<p style="text-align: center;">Physical Development – movement LCP PHYSICAL DEV RESOURCE</p>	<p style="text-align: center;">Gymnastics</p> <p>Stretching and Curling (Val Sabin Unit B) (PD - DEVELOPING STRENGTH)</p>	<p style="text-align: center;">Gymnastics</p> <p>Jumping Jack and Rock n Roll T MOVE PE REC Traveling, balance, co-ordination and</p>	<p style="text-align: center;">Games</p> <p>(PD - NEGOTIATING OBSTACLES) – extend to using a variety of equipment</p>	<p style="text-align: center;">Dance</p> <p>Traditional infant / Fairy Tale (ELG PD – GROSS MOTOR SKILLS NEGOTIATING SPACE)</p>	<p style="text-align: center;">Games</p> <p>Sports Day Activities Prep and Practise lessons to get ready for Summer Sports Day</p>



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	<p>MOVEMENT 1 LESSONS 1 -6 (PD – DEVELOPING CO-ORDINATION) *NB – these lessons could be developed further to incorporate & teach ‘tig’ or ‘catch’ games using safe movements using techniques taught.</p>	DEVELOPING CO-ORDINATION)	<p>jumping in varied ways</p> <p>6 lessons to develop basic gymnastics movements. (PD - DEVELOPING STRENGTH) DEVELOPING CO-ORDINATION)</p>	<p>LCP PHYSICAL DEVELOPMENT FS USING EQUIPMENT</p> <p>Series of 6 lessons to incorporate gradually larger pieces of equipment and to use safely.</p>	<p>Teach simple dances linked to nursery rhymes and fairy tales:</p> <p>-I’m a little teapot -The Hokey-Cokey - Who’s afraid of the Big Bad Wolf?</p>	<p>T MOVES REC PE</p> <p>Games: The Olympics</p> <p>(PD – develop overall body strength, balance, co-ordination and agility)</p>
<p>Literacy Development</p> <p>Little Wandle Phonics</p>	<p>Letters and sounds s,a,t,p i n m d g o c k c k e u r h,b,f,l</p> <p>Tricky Words: is l, the</p>	<p>Letters and sounds ff ,ll, ss,j v,w,x,y z zz qu words with s /s/ added at the end (hats sits) ch sh th ng nk</p> <p>words with s /s/ added at the end (hats sits) words ending s /z/ (his) and with s /z/ added at the end (bags)</p> <p>Tricky words: put* pull* full* as and has his her go no to into she push* he of we me be</p>	<p>Letters and sounds ai ee igh oa oo oo ar or ur ow oi ear air er words with double letters: dd mm tt bb rr gg pp ff longer words</p> <p>Tricky words: was you they my by all are sure pure</p>	<p>Letters and sounds review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear review Phase 3: er air words with double letters longer words words with two or more digraphs longer words longer words words ending in –ing compound words longer words words with s in the middle /z/ s words ending –s words with –es at end /z/</p> <p>Tricky words: Review all taught so far Secure spelling</p>	<p>Letters and sounds short vowels CVCC short vowels CVCC CCVC short vowels CCVCC CCVC CCCVCC long er words longer words compound words root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est</p> <p>Tricky words: said so have like some come love do were here little says there when what one out today</p>	<p>Letters and sounds long vowel sounds CVCC CCVC long vowel sounds CCVC CCCVC CCV CCVCC Phase 4 words ending –s /s/ Phase 4 words ending –s /z/ Phase 4 words ending –es longer words root word ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ Phase 4 words ending in: –s /s/, –s /z/, –es longer words</p> <p>Tricky words: Review all taught so far Secure spelling</p>



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<p>Literacy Development</p> <p>Writing focus</p>	<p>CVC words Write own name Write lists Captions</p>	<p>Recount (Holiday news) CVC words Write own name Write lists Labels Letters to Father Christmas</p>	<p>Recounts/ Retell Describe characters Lists Instructions Invitations</p>	<p>Link sound to letter name Write instructions Retell Recipe Letters</p>	<p>Retell Write jokes for the teapot Write messages Information Books</p>	<p>Retell Write jokes for the teapot Write messages Information Books</p>
<p>Mathematics</p>	<p><u>3-4 year olds DM</u></p> <ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare quantities using language: 'more than', 'fewer than'. 	<p><u>3-4 year olds DM</u></p> <ul style="list-style-type: none"> Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Compare quantities using language: 'more than', 'fewer than'. 	<p><u>3-4 year olds DM</u></p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing 	<p><u>3-4 year olds DM</u></p> <ul style="list-style-type: none"> Develop fast recognition of up to 3 objects, without having to count them individually ('subitising'). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). Show 'finger numbers' up to 5. Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. Experiment with 	<p><u>Reception DM</u></p> <ul style="list-style-type: none"> Count beyond ten. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. <p><u>ELG - Number</u></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. <p>Subitise (recognise quantities without counting) up to 5.</p>	<p><u>ELG - Number</u></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. <p><u>ELG - Numerical patterns</u></p> <ul style="list-style-type: none"> Verbally count



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	<ul style="list-style-type: none"> Understand position through words alone – for example, “The bag is under the table,” – with no pointing. (UTW) Describe a familiar route. (UTW) Discuss routes and locations, using words like ‘in front of’ and ‘behind’. (UTW) <p style="text-align: center;"><u>Reception DM</u></p> <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. <p><u>It's me 123</u> Wks 1-3 Baseline assessment Wk 4 -Matching /sorting</p>	<ul style="list-style-type: none"> Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) using informal and mathematical language: ‘sides’, ‘corners’, ‘straight’, ‘flat’, ‘round’. Understand position through words alone – for example, “The bag is under the table,” – with nCount objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the ‘one more than/one less o pointing. Begin to describe a sequence of events, real or 	<p>the right number of objects to match the numeral, up to 5.</p> <ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. Make comparisons between objects relating to size, length, weight and capacity <p style="text-align: center;"><u>Reception DM</u></p> <ul style="list-style-type: none"> Count objects, actions and sounds. Subitise. up to 5 Link the number symbol (numeral) with its cardinal number value Compare numbers. Understand the ‘one more than/one less than’ relationship 	<p>their own symbols and marks as well as numerals.</p> <ul style="list-style-type: none"> Solve real world mathematical problems with numbers up to 5. Compare quantities using language: ‘more than’, ‘fewer than’. Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. Combine shapes to make new ones – an arch, a bigger triangle, etc. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. <p style="text-align: center;"><u>Reception DM</u></p> <ul style="list-style-type: none"> Count objects, 	<p><u>ELG - Numerical patterns</u> Verbally count beyond 20, recognising the pattern of the counting system.</p> <p><u>To 20 and beyond</u> Wk 1- Number Patterns to 20; Matching Picture to Numeral; Ten Frame Fill Beyond 20; Estimating Game; Ten Frame Subtraction Game Wk 2 - Missing Numbers; Ordering Numerals to 20; Race to 20 Game; Bingo with Numbers to 20; Which Holds the Most? Wk 3 -Find my Match (Shapes); Find my Match (Models); Match and Fill; Replicate my Shape; Tangrams. <u>First, then, now</u> Wk 4 - Track Game (Counting On); Adding More (1); Adding More (2); Adding More – Unknown Then;</p>	<p>beyond 20, recognising the pattern of the counting system.</p> <ul style="list-style-type: none"> Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. <p><u>Find my Pattern</u> Wk 1- Doubling; Doubling (2); Doubling Dice Game; Doubling Barrier Game; Domino Game Wk 2 - Sharing; Teddy Bear Picnic; The Doorbell Rang; Grouping; Grouping (2) Wk 3 -Even & Odd; One Odd Day; Even & Odd (2); Barrier Game; How Many Cubes? <u>On the Move</u> Wk 4 - Harry and His Bucketful of Dinosaurs; Mr Gumpy’s Outing Problem Solving; How Many Legs Problem</p>
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	<p>Wk 5 -Compare size /amounts/ height/ length; fit inside</p> <p>Wk 6 - representing 1, 2, 3; sorting 1, 2 & 3; matching 1,2 & 3</p>	<p>fictional, using words such as 'first', 'then...'</p> <p><u>Reception DM</u></p> <ul style="list-style-type: none"> Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. <p><u>It's me 123</u></p>	<p>between consecutive numbers.</p> <ul style="list-style-type: none"> Explore the composition of numbers.(up to 5) <ul style="list-style-type: none"> Compare length, weight and capacity. <p><u>ELG</u></p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. (up to 8) <p>Subitise (recognise quantities without counting) up to 5. (up to 5)</p> <p><u>Alive in 5!</u></p> <p>Wk 1- one less (5 currant buns); representing zero; composition of numbers to 5; comparing numbers; equal and unequal groups;</p>	<p>actions and sounds.</p> <ul style="list-style-type: none"> Subitise. Link the number symbol (numeral) with its cardinal number value. Count beyond ten. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0-5 and some to 10. Select, rotate and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. Continue, copy and create repeating patterns. 	<p>Adding More – Unknown First.</p> <p>Wk 5 - Taking Away with Pebbles; Taking Away (1); Taking Away (2); Taking Away (Unknown Then); Pass It On Game</p> <p>Wk 6- Making New Shapes with 2 Right-Angled Triangles; Making New Shapes with Squares; Grandpa's Quilt; Making New Shapes with Tangrams; Pattern Blocks.</p>	<p>Solving; Making Boats; Building Bridges</p> <p>Wk 5 - Cuisenaire Rods (1); Cuisenaire Rods (2); Bean Bag Game; Patterns (1); Patterns (2)</p> <p>Wk 6- Making Maps - From Stories; Making Maps - Journey to School; Making Maps – Obstacle Course; X Marks the Spot; Designing Mazes</p>
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		<p>Wks 1- comparing 1, 2, & 3; matching numeral & quantity; comparing 1 more 1 less; Composition - bean bag game</p> <p>Wk 2 - sorting circle & triangles; shape pictures; shape hunt; where's teddy hiding; obstacle course</p> <p><u>Light & Dark</u></p> <p>Wk 3 - representing 4; 5; 4&5; composition of 4; 5.</p> <p>Wk 4 - composition of 4&5; arrangements of 4&5 cubes; 1 more, 1 more & 1 less</p> <p>Wk 5 - squares & rectangles; Shape hunt: shape picture: Day and Night, Sequencing.</p> <p>Wk 6- assessment</p>	<p>Wk 2 - composition of numbers to 5 (2 groups); how many altogether?; composition of numbers to 5 (3 groups); How many are hiding?; How many are hiding?</p> <p>Wk 3 - Comparing mass – heavier and lighter than; Full and empty; Measuring capacity; Measuring capacity – how many fit inside? ; Measuring ingredients <u>Growing 6,7,8</u></p> <p>Wk 4 - Which show 6? - Composition of 6; Sorting 6, 7 & 8 - Composition of 7; Composition of 8; Matching 6, 7 and 8; 1 more and less</p> <p>Wk 5 - Matching 6, 7 and 8; Making pairs; Combining 2 groups; Combining 2 groups; Adding more</p> <p>Wk 6- Comparing height – taller and shorter than; Comparing length – longer and shorter than; Days of the</p>	<p><u>ELG - Number</u></p> <ul style="list-style-type: none"> • Have a deep understanding of number to 10, including the composition of each number. • Subitise (recognise quantities without counting) up to 5. • Automaticall y recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) <p><u>ELG - Numerical patterns</u></p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p><u>Building 9 & 10</u></p> <p>Wk 1- Representing and sorting 9 and 10;</p>		
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			<p>week; Measuring height; Measuring time</p>	<p>Representing and sorting 9 and 10; Order numerals to 10; Composition of 9 and 10; Numbers to 10 - Bingo</p> <p>Wk 2 - Counting back from 10 (10 in the bed); Comparing numbers within 10; Comparing numbers within 10; Making 10; Making 10</p> <p>Wk 3 - 3-D shape (matching objects); Building with 3-D shapes; Printing with 3-D shapes; Pattern; Pattern.</p> <p>Wk 4 - consolidation (automatic recall of number bonds to 5 including subtraction facts)</p> <p>Wk 5 - consolidation.</p> <p>Wk 6- assessment</p>		
<p>Understanding the World- Science focus</p>	<p>Understanding the World -ELG Understand some important processes and changes in the natural world around them, including the seasons (and</p>	<p>Understanding the World -ELG Understand some important processes and changes in the natural world around them, including the seasons (and</p>	<p>Understanding the World -ELG Understand some important processes and changes in the natural world around them, including the seasons (and</p>	<p>Understanding the World -ELG Explore the natural world around them, making observations and drawing pictures of (animals) and plants</p>	<p>Understanding the World -ELG Explore the natural world around them, making observations and drawing pictures of animals and plants</p>	<p>Understanding the World -ELG Explore the natural world around them, making observations and drawing pictures of animals and plants</p>



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	<p>changing states of matter) Understanding the World -ELG Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been learnt in class.</p> <p>Floating and sinking</p>	<p>changing states of matter) Signs of Autumn - Seasons</p>	<p>changing states of matter) Understanding the World -ELG Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been learnt in class.</p> <p style="color: green;">Find out about Archimedes.</p> <p>Signs of Winter - Seasons</p> <p>Explore: Ice - melting and freezing Shadows, Day/Night, what can you see through</p> <p>Sound - what makes a noise ?</p> <p>Magnetic and non magnetic</p>	<p>Understanding the World -ELG Understand some important processes and changes in the natural world around them, including the seasons (and changing states of matter) Understanding the World -ELG Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been learnt in class.</p> <p>Plant seeds</p> <p>Name and describe common plants : daffodil, tulip, rose, buttercup, daisy, dandelion.</p> <p>Measure and describe changes of growing plants (including decay)</p>	<p>Understanding the World -ELG Understanding the World -ELG Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been learnt in class.</p> <p>Bug hunt Identify, name and talk about mini beasts in the local environment</p> <p>Lifecycle of butterfly, frog</p> <p>who and how do we care for animals ? (farms, pets)</p> <p>How do we look after animals in their own natural habitats (under the sea, wildlife)</p>	<p>Understanding the World -ELG Understand some important processes and changes in the natural world around them, including the seasons (and changing states of matter) Understanding the World -ELG Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been learnt in class.</p> <p>Signs of Summer - Seasons</p> <p>Compare hot and cold places</p> <p>Animals found in the North Pole</p> <p>Animals found in India</p>
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				<p>Know lifecycle of a plant</p> <p>Observations of different plants similarities and differences - compare different plants grow from a bulb and some from a seed. Know that we eat some leaves and vegetables</p>	<p>Find out about David Attenborough.</p>	
<p>Understanding the World- Geography focus</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>Know my address talk about my home and where I live.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Looking at their immediate environment, school grounds and where they live Name Rushcroft Rd, high Crompton</p>			<p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; ELG (UTW. nw)</p> <p>Animals and their habitat and either environment</p>	<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. ELG (UTW - pcc)</p> <p>Know some similarities and differences between the natural world around them and</p>



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		Look at aerial views locate school and church			How do we look after animals and the environment	contrasting environments, drawing on their experiences and what has been read in class; ELG (UTW. nw)
Understanding the World- History focus	<p>Talk about the lives of people around them and their roles in society. (ELG UTW p&p)</p> <p>Know about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG UTW p&p)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG UTW p&p)</p> <p>Sequence how I have grown timeline and talk about how I have changed.</p>	<p>Know about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG UTW p&p)</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling. (ELG UTW p&p)</p> <p>Guy Fawkes / Bonfire night</p> <p>Remembrance day</p>	<p>Talk about the lives of people around them and their roles in society. (ELG UTW p&p)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class (UTW pcc)</p> <p>Know about some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. (ELG UTW p&p)</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>Pancake Day</p> <p>People who help us</p> <p>Chinese New Year</p>		
<p>Understanding the World- Computing</p>	<p>E Safety</p> <p>Can they talk about what they are doing on a computer?</p> <p>Can they say if something they find on the internet makes them feel bad?</p> <p>Can they speak to an adult about what they have seen?</p> <p>Can I follow the school's safer internet rules?</p> <p>Digiduck Big Decision Smartie the penguin EYFS</p> <p>Safer Internet Day</p> <p>Algorithms and Programs</p>	<p>Communicating / Presentation.</p> <p>Can they use a digital device to take a photograph?</p> <p>(Use photos as a Christmas card for Buddies)</p> <p>Can they understand the purpose of and experiment with hardware such as cameras, computers, ipads,</p>	<p>Communicating / Presentation</p> <p>Can they write their name using a keyboard on different devices?</p> <p>Can they use the caps lock for the initial sound in their name?</p> <p>Can they use the space bar, backspace and return key?</p>	<p>Communicating / Presentation.</p> <p>Can they use a simple paint programme with increasing mouse control?</p> <p>Can they create an image relating to a topic covered in class and add a title?</p> <p>Draw a self- portrait or character. Use the fill tool to fill a picture. Draw a symmetrical pictures using 2simple.</p> <p>Write a simple sentence 2 simple, purple mash</p>	<p>Communicating / Presentation.</p> <p>Draw a symmetrical pictures using 2simple.</p> <p>Algorithms and Programs</p> <p>Can they use a range of control toys and devices?</p> <p>Look at controlling a car around a track, cause and effect of pressing buttons. Use the buttons to make the bee bots move across a map or course. Bee-bots</p>



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	Begin to explore Bee Bots and control a toy.					
Creative/ Expressive Arts and Design - Art focus	<p>Drawing – Portraits of Ourselves, friends and family</p> <p>Collage Simple paper collage Pirate ship</p>	<p>Drawing – Poppies – pastel Mixing colours to create Autumnal colours</p> <p>Painting exploring colour and shape</p> <p>3D Diva Lamps</p> <p>Artists Miro, Kadinsky</p>	<p>Drawing Portraits - revisited</p> <p>3D Building houses using different materials and an small and large scale</p>	<p>Painting Colour mixing Observe daffodils, hyacinths etc and colour mix to create appropriate colours</p> <p>Painting Colour mixing Observe daffodils, hyacinths etc and colour mix to create appropriate colours</p> <p>Printing Print with vegetables</p>	<p>Drawing Draw minibeasts</p> <p>Collage and Artist The Snail (Matisse)</p>	<p>Painting Hot and cold colours and backgrounds for animal silhouette</p> <p>3D Weaving</p>
Creative/ Expressive Arts and Design - Design & Technology focus	Design and build a model ship	Design and make a Diva Lamp (Link with art)	Design and make houses large and small scale using variety of media Ian Simpson Mancunian architect	Design and make an Easter Garden and use this to retell the story of Easter.	Design and make a happy home for a bug using natural materials	Design and make a bag to take on a journey to a special place.
Creative/ Expressive Arts and Design -	<p>Duration (Pulse and Rhythm) Tempo</p> <p><i>Performing</i></p>	<p>Texture</p> <p><i>Performing Composing and Improvising</i></p>	<p>Structure</p> <p><i>Performing Composing and Improvising</i></p>	<p>Pitch Dynamics</p> <p><i>Performing Composing and Improvising</i></p>	<p>Structure</p> <p><i>Performing Composing and Improvising</i></p>	<p>Pitch Timbre Notation</p> <p><i>Performing</i></p>



Reception Long-Term Plan

Music focus	<p><i>Composing and Improvising</i> <i>Listening and Appraising</i> <i>Vocal Skills</i></p> <p>Music Express Special People</p>	<p><i>Listening and Appraising</i> <i>Vocal Skills</i></p> <p>Music Express Working World –</p>	<p><i>Listening and Appraising</i> <i>Vocal Skills</i></p> <p>Music Express : Growth and Change</p>	<p><i>Listening and Appraising</i> <i>Vocal Skills</i></p> <p>Music Express : Growth and Change</p>	<p><i>Listening and Appraising</i> <i>Vocal Skills</i></p> <p>Music Express Moving Patterns</p>	<p><i>Composing and Improvising</i> <i>Listening and Appraising</i> <i>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>UC -F1-</u> Why is the word 'God so important to Christians? (Creation)</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 Christmas? (Incarnation)</p> <p><u>Non Christian Faith-</u> Hinduism - Diwali –festival of light</p>	<p><u>EYFS- Chatterbox Unit</u> Special People- What makes a person special?</p> <p><u>EYFS- Chatterbox Unit</u> Stories Jesus Told</p>	<p><u>EYFS- Chatterbox Unit</u> Easter</p> <p><u>UC-F3-</u> Why do Christians put a cross in the Easter garden? (Salvation)</p>	<p><u>EYFS- Chatterbox Unit</u> Special Places- What makes a place special/holy?</p> <p><u>Non Christian Faith-</u> Muslim- Mosque-places of Worship</p>	<p><u>EYFS- Chatterbox Unit</u> Special Times – How do we celebrate special times?</p>
PHSE	<p>Getting to know each other/School Values Different types of families.</p>	<p>Bonfire night safety Preparing for Christmas/Eid and other celebrations. Selecting and</p>	<p>Looking after nature</p>	<p>Looking after animals and plants Thinking of others (mothers)</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>



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		initiating activities independently. Conflict resolution				
British Values	Tolerance of Different Faiths and beliefs: Diwali and Hannukah	Tolerance of Different Faiths and beliefs: Chinese New Year	Tolerance of Different Faiths and beliefs: Mosque – looking at different places of worship			
	Rule Of Law: Following rules and routines	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.	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.			
	Mutual Respect: Sharing and turn taking					