



Reception Long Term Plan A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	<p>Starting School</p> <p>Friendship</p> <p>Ourselves</p> <p>Our Senses</p>	<p>Autumn Celebrations</p> <p>Toys</p> <p>Winter and Christmas</p>	<p>Down on the Farm!</p>	<p>Growing & Healthy Eating</p> <p>Spring and Easter</p>	<p>Transport</p> <p>Space</p>	<p>People Who Help Us</p> <p>Summer</p>
<p>Key Knowledge</p> <p>The majority of children are able to use their words to...</p>	Name the five senses	<p>Describe what happens to trees in Autumn</p> <p>Explain why we celebrate Christmas</p>	Talk about which animals live on a farm. Name the areas where the animals live e.g. a pig lives in a sty	Talk about what a plant needs to grow. Give examples of which food is healthy and unhealthy	Describe which type of transport is used on a road, in the air, on water and on rails	Name the type of job a person does, when shown a picture and talk about what they do e.g. a vet looks after animals and helps them to get better
Key Texts						
Nursery & Reception	<p>*What do I Look Like?</p> <p>*Peace at Last</p>	<p>*Squirrel's Autumn Search</p> <p>*Kipper's Toybox</p>	<p>*The Three Little Pigs</p>	<p>*The Enormous Turnip</p> <p>*Supertato</p> <p>*Poppy & Sam's Easter Egg Hunt</p>	<p>*Down at the Station</p> <p>*Whatever Next</p> <p>*Aliens in Underpants</p> <p>*Pirates love Underpants</p>	<p>Busy People series:</p> <p>*Vet</p> <p>*Doctor</p> <p>*Firefighter</p> <p>*Police Officer</p> <p>*Builder</p> <p>*Teacher</p>

<p style="text-align: center;">Reception</p>	<p>*Topsy & Tim Start School *What Friends do best *Little Red Riding Hood *We all sing with the same Voice.</p>	<p>*Winnie's Amazing Pumpkin *Room on the broom *Where's My Teddy? *Threadbear *Stick Man *Snowball *One Winters Day *One Snowy Night *The Nativity Story</p>	<p>*Topsy & Tim at the Farm *Mr Moo and the Faraway Farm *The Little Red Hen *Emma's Lamb *Ten Red Apples *Snore</p>	<p>*Jack & the Beanstalk Oliver's Vegetables</p>	<p>*Duck in the Truck *The Old Steam Train *Badger and the Great Rescue *Noah and the Ark</p>	<p>*Kipper's Sunny Day *Winnie at the Seaside</p>
<p style="text-align: center;">Personal, Social & Emotional Development</p>	<p>Adapt positively to the new F2 routine. Demonstrate friendly behaviour, initiating conversation and forming good relationships with peers and familiar adults. Can select and use resources with help and show confidence in asking adults for help. Tolerate delay when needs are not immediately met and understand wishes may not always be met.</p>		<p>Explain own knowledge and understanding, and ask appropriate questions of others Confident to speak to others about own needs, wants, interests and opinions. Understand that own actions affect other people. Aware of the boundaries set, and of behavioural expectations in the setting.</p>		<p>Work and play cooperatively and take turns with others. Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p>	
<p style="text-align: center;">Communication & Language</p>	<p>Listen to stories with increasing attention and recall. Join in with repeated refrains. Respond to simple instructions. Name the five senses. Describe what happens to trees in Autumn. Explain why we celebrate Christmas.</p>		<p>Maintain attention, concentrate and sit quietly during small and large group times. Able to follow a story without pictures or props. Listen and respond to ideas expressed by others in conversation or discussion.</p>		<p>Participate in small group, class and one-to one discussions, offering ideas. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p>	

		<p>Talk about which animals live on a farm.</p> <p>Name the areas where the animals live e.g. a pig lives in a sty.</p> <p>Talk about what a plant needs to grow.</p> <p>Give examples of which food is healthy and unhealthy.</p>	<p>Describe which type of transport is used on a road, in the air, on water and on rails.</p> <p>Name the type of job a person does, when shown a picture, talk about what they do e.g. a vet looks after animals, and helps them to get better.</p> <p>Gain a concrete understanding of 'Who' and 'What' to support narrative development.</p>
Physical Development	<p>Move freely with pleasure and confidence in a range of ways e.g. walking, jumping and crawling.</p> <p>Run skilfully and negotiate space successfully.</p> <p>Draw lines and circles using gross motor movements.</p> <p>Hold pencil near point between first two fingers and thumb and use it with good control.</p> <p>Can copy some letters e.g. letters from their name.</p> <p>Can usually manage washing and drying hands.</p> <p>Understand that equipment and tools have to be used safely.</p>	<p>Travel with confidence and skill around, under, over and through balancing and climbing equipment.</p> <p>Handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>Use a pencil and hold it effectively to form recognisable letters.</p> <p>Show some understanding that exercise, eating, sleeping and hygiene contribute to good health.</p> <p>Practice some appropriate safety measures without direct supervision.</p>	<p>Demonstrate strength, balance and coordination when playing.</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
Mathematics	<p>Have an understanding of:</p> <p>Number and place value</p> <p>Numbers to 5</p> <p>Addition and Subtraction</p> <p>Sorting into groups</p> <p>Number and Place Value</p> <p>Comparing quantities of identical objects</p>	<p>Have an understanding of:</p> <p>Addition and Subtraction</p> <p>Numbers to 5 – introducing zero and Number bonds to 5</p> <p>Number and Place Value</p> <p>Numbers to 10</p> <p>Counting to 6,7,and 8</p> <p>Counting to 9 and 10</p> <p>Comparing groups up to 10</p>	<p>Have an understanding of:</p> <p>Geometry</p> <p>Exploring patterns</p> <p>Making simple patterns</p> <p>Exploring more complex patterns</p> <p>Addition and Subtraction</p> <p>Count on and back</p> <p>Adding by counting on</p>

	<p>Comparing quantities of non-identical objects</p> <p>Addition and Subtraction Change within 5 One more and one less</p> <p>Measurement Time – My day</p>	<p>Addition and Subtraction Addition to 10 Combining two groups to find the whole Number bonds to 10 – ten frame Number bonds to 10 – part-whole method</p> <p>Geometry Shape and Space Spatial awareness 3-D shapes 2-D shapes</p>	<p>Taking away by counting back</p> <p>Number and Place Value Numbers to 20 Counting to 20</p> <p>Multiplication and Division Numerical patterns Doubling Halving and sharing Odds and evens</p> <p>Measurement Measure Length, height and distance Weight Capacity</p>
Literacy	<p>Enjoy rhyming and rhythmic activities.</p> <p>Recognise rhythm in spoken words.</p> <p>Begin to show awareness of the way stories are structured.</p> <p>Listen to stories with increasing attention and recall.</p> <p>Recognise familiar words and signs such as their own name and advertising logos.</p> <p>Hear and say the initial sound in words.</p> <p>Give meaning to marks as they draw, write and paint.</p>	<p>Can segment the sounds in simple words and blend them together.</p> <p>Link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begin to read words and simple sentences.</p> <p>Enjoy an increasing range of books.</p> <p>Write own name and other things such as labels and captions.</p> <p>Attempt to write short sentences.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Demonstrate understanding of what has been read to them, by retelling stories and narratives in their own words.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences.</p>
Understanding the World	<p>Remembers and talks about significant events in their own experience. (Link with the theme of our senses and ourselves).</p> <p>Knows some of the things that make them unique.</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants. (Link with farm animals, growing and healthy eating).</p>	<p>Talk about the lives of the people around them and their roles in society (link with people who help us).</p> <p>Know some similarities and differences between things in the</p>

	<p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in the class. (Link with toys now and in the past).</p> <p>Explore pictures of our local environment .Recognise local landmarks and compare to those further away.</p>	<p>Explain some differences between life in this country and life in other countries, drawing on knowledge from non-fiction texts and maps. (Link with food from different cultures).</p> <p>Know some similarities and differences between different religious and cultural communities in this country. (Link with knowledge gained from teaching the children about Diwali and the Chinese New Year etc.).</p>	<p>past and now. (Link with transport of the past).</p> <p>Understand some important processes and changes in the natural world around them, including the seasons (Link with our taught work on Autumn, Spring and Summer).</p>
Celebrations	<p>Harvest Diwali Bonfire Night Christmas</p>	<p>Chinese New Year Pancake Day Mother's Day Easter</p>	<p>Father's Day</p>
Expressive Arts & Design	<p>Explore and learn how sounds can be changed.</p> <p>Explore colours and how colours can be changed.</p> <p>Join construction pieces together to build and balance.</p> <p>Engage in imaginative role-play based on own first-hand experiences.</p> <p>Use available resources to create props to support role-play.</p>	<p>Understand that media can be combined to create new effects.</p> <p>Construct with a purpose in mind, using a variety of resources.</p> <p>Choose particular colours to use for a purpose.</p> <p>Play cooperatively as part of a group to develop and act out a narrative.</p> <p>Introduce a storyline or narrative into their play.</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters.</p> <p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others.</p> <p>Recount narratives and stories.</p>