

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Starting School Friendship Ourselves Our Senses	Autumn Celebrations Toys Winter and Christmas	Down on the Farm! Wild Animals	Space Growing & Healthy Eating Spring and Easter	Minibeasts Transport	People Who Help Us include Homes Summer
Key Knowledge The majority of children are able to use their words to...	Name the five senses Name different parts of the body (arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, toes, neck)	Describe what happens to trees in Autumn Explain why we celebrate Christmas	Talk about which animals live on a farm. Name the areas where the animals live e.g. a pig lives in a sty Name some wild animals (monkey, ostrich, zebra, giraffe, elephant, antelope, parrot)	Talk about what a plant needs to grow. Give examples of which food is healthy and unhealthy	Describe the life cycle of a butterfly 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						
Key Texts (Story of the Week or Fortnight)	*The Rainbow Fish *We Are All Different *Peace at Last *Little Red Riding Hood	*Meg & Mog *Room on the Broom *Kipper's Toybox *The Nativity Story	*The Little Red Hen *We're Going on a Bear Hunt *Handa's Surprise	*Whatever Next! *Jack & the Beanstalk *The Enormous Turnip	*The Very Hungry Caterpillar *The Train Ride *Noah and the Ark *We're Going on a Bear Hunt	Busy People series: *Vet *Doctor *Firefighter *Police Officer *Builder *Teacher

						<ul style="list-style-type: none"> *The Three Little Pigs *The Lighthouse Keeper's Lunch
Additional Topic Texts (Topic Time and Story Time)	<ul style="list-style-type: none"> *Topsy & Tim Start School *What Friends do best *We all sing with the same Voice. *What do I Look Like? 	<ul style="list-style-type: none"> *Autumn is Here *Winnie's Amazing Pumpkin *Where's My Teddy? *Snowball *One Winters Day *One Snowy Night *Squirrel's Autumn Search *Kipper's Toybox 	<ul style="list-style-type: none"> *Topsy & Tim at the Farm *Mr Moo and the Faraway Farm *Ten Red Apples *Snore *Handa's Hen *What the Ladybird Heard 	<ul style="list-style-type: none"> *Supertato *Poppy & Sam's Easter Egg Hunt *Emma's Lamb *Oliver's Vegetables *The Ugly Duckling *Jasper's Beanstalk 	<ul style="list-style-type: none"> *Duck in the Truck *The Old Steam Train *Badger and the Great Rescue *Down at the Station *Aliens love Underpants *Pirates love Underpants 	<ul style="list-style-type: none"> *Kipper's Sunny Day *Winnie at the Seaside
Additional Children's Classics / Popular Currents (Story Time)	<ul style="list-style-type: none"> *Five Minutes Peace *Guess How Much I Love You *The Kissing Hand *The Elves and the Shoemaker *Sharing a Shell *The Smartest Giant in Town *Brown Bear, Brown Bear, What Do You See? *Polar Bear, Polar Bear, What Do You Hear? *Owl Babies 	<ul style="list-style-type: none"> *Winnie the Witch Series *Aaaarrgghh Spider! *The Snowman *Stickman 	<ul style="list-style-type: none"> *The Tiger Who Came to Tea *Giraffes Can't Dance *Elmer *The Three Billy Goat's Gruff *Chicken Licken *Rumble in the Jungle (use as individual poems?) *Monkey Puzzle *Cave Baby *A Squash and a Squeeze *The Big Pancake 	<ul style="list-style-type: none"> *The Tiny Seed *A pocket full of kisses *Little Rabbit Foo Foo *The Gruffalo *The Gruffalo's Child *Superworm *What the 	<ul style="list-style-type: none"> *We're Going on a Bear Hunt (journey and transport) 	<ul style="list-style-type: none"> *Commotion in the Ocean (use as individual poems?) *The Snail and the Whale *The Singing Mermaid *Sharing a Shell *The Rainbow Fish
Personal, Social & Emotional Development	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and washing hands	Know and talk about the different factors that support their overall health and wellbeing:		See themselves as a valuable individual	Moderate their own feelings socially and emotionally	

	<p>Form positive attachments to adults and friendships with peers</p> <p>Identify their own feelings</p> <p>Express their feelings</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p>	<ul style="list-style-type: none"> - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</p> <p>Work and play cooperatively and take turns with others</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p>	<p>Think about the perspectives of others</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Show sensitivity to their own and to others' needs</p> <p>Build constructive and respectful relationships</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p>
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<p>Communication & Language</p>	<p>Learn new vocabulary</p> <p>Use new vocabulary through the day</p> <p>Use new vocabulary in different contexts</p>		
	<p>Understand how to listen carefully and why listening is important</p> <p>Engage in story times</p>	<p>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>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 the</p>

	<p>Listen carefully to rhymes and songs, paying attention to how they sound</p> <p>Learn rhymes, poems and songs Articulate their ideas and thoughts in well-formed sentences</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p>	<p>Listen to and talk about stories to build familiarity and understanding</p> <p>Engage in non-fiction books</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	<p>text, some as exact repetition and some in their own words</p> <p>Describe events in some detail</p> <p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Develop social phrases</p>
<p>Physical Development</p>	<p>Move energetically, revising and refining the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> - rolling - crawling - walking - jumping - running - hopping - skipping - climbing - dancing <p>Further develop the skills they need to manage the school day successfully:</p>	<p>Progress towards a more fluent style of moving, with developing control and grace</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming</p>	<p>Combine different movements with ease and fluency</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</p> <p>Develop overall body-strength, balance, co-ordination and agility, including when playing</p> <p>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other</p>

	<ul style="list-style-type: none"> - lining up and queuing - mealtimes <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p>	<p>Begin to show accuracy and care when drawing</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>	<p>physical disciplines including dance, gymnastics, sport and swimming</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient</p>
Mathematics	Follow the White Rose Maths Scheme to develop the skills below:		
	<p>Count objects, actions and sounds up to 5</p> <p>Explore the composition of numbers to 5</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers (up to 5)</p> <p>Compare numbers to 5</p> <p>Compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p> <p>Automatically recall number bonds for numbers 0-5 (including subtraction facts)</p>	<p>Count objects, actions and sounds up to 10</p> <p>Explore the composition of numbers to 10</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers (up to 5)</p> <p>Compare numbers to 10</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>Automatically recall some number bonds for numbers 0-10 (including subtraction facts)</p>	<p>Count beyond ten</p> <p>Automatically recall some double facts</p> <p>Verbally count beyond 20, recognising the pattern of the counting system</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p>

	<p>Subitise up to 5</p> <p>Link the number symbol (numeral) with its cardinal number value</p> <p>Compare length, weight and capacity</p> <p>Continue, copy and create repeating patterns</p>		
Literacy	<p>Phase 2 Phonics</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read a few common exception words matched to the school's phonic programme</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Phase 3 Phonics</p> <p>Read some letter groups (at least ten digraphs) that each represent one sound and say sounds for them.</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>Write short sentences with words with known letter-sound correspondences</p> <p>Form lower-case letters correctly</p>	<p>Phase 4 Phonics</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>Re-read what they have written to check that it makes sense</p> <p>Use capital letters and full stops</p> <p>Form capital letters correctly</p>
	<p>Anticipate, where appropriate, key events in stories</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>		
Understanding the World	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p>	<p>Understand the effect of changing seasons on the natural world around them (Winter and Spring)</p> <p>Explore the natural world around them (Plants, growing), making observations</p>	<p>Understand the effect of changing seasons on the natural world around them (Summer)</p>

	<p>Describe what they see, hear and feel whilst outside (Connect to Senses topic)</p> <p>Understand the effect of changing seasons on the natural world around them (Autumn and Winter)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (Diwali, Christmas)</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (link to Christmas / the birth of Jesus and to the toys topic)</p> <p>Comment on images of familiar situations in the past (toys topic)</p> <p>Understand some important processes and changes in the natural world around them, including changing states of matter (freezing / melting)</p>	<p>and drawing pictures of animals and plants</p> <p>Recognise some environments that are the same and different to the one in which they live (Kenya, Space / the moon)</p> <p>Recognise some similarities and differences between life in this country and life in other countries (Kenya, China)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (Chinese New Year)</p> <p>Draw information from a simple map (Handa’s Surprise)</p> <p>Compare and contrast characters from stories, including figures from the past</p> <p>Comment on images of familiar situations in the past (Growing topic – ourselves)</p>	<p>Explore the natural world around them (Minibeasts), making observations and drawing pictures of animals and plants</p> <p>Draw information from a simple map (Transport)</p> <p>Recognise that people have different beliefs and celebrate special times in different ways (Eid)</p> <p>Understand that some places are special to members of their community (Churches, Mosque)</p> <p>Talk about the lives of the people around them and their roles in society</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (link to The Lighthouse Keeper’s Lunch)</p>
<p>Celebrations and RE</p>	<p>British Celebrations: Bonfire Night</p> <p>Christianity: Harvest God as the Creator The birth of Moses Some of the ten commandments:</p> <ul style="list-style-type: none"> • Do not steal 	<p>British Celebrations: Mother’s Day (/Mothering Sunday – Christianity)</p> <p>Christianity: Jesus’s advice / parables:</p> <ul style="list-style-type: none"> • Give money to the poor • Love thy neighbour • The good Samaritan 	<p>British Celebrations: Father’s Day</p> <p>Christianity: Noah’s Ark Places of Worship: Church Infant Baptism</p> <p>Islam:</p>

	<ul style="list-style-type: none"> Do not lie Listen to your parents <p>Christmas</p> <p>Hinduism: Diwali</p>	<ul style="list-style-type: none"> The farmer and the seed <p>Shrove Tuesday (Pancake Day) Easter</p> <p>Other Cultures' Celebrations: Chinese New Year</p>	<p>Eid al-Fitr (including Ramadan) Places of Worship: Mosque</p>
Cultural Capital	<p>Visit from the tooth fairy – handing out toothbrushes and leaflets to Parents and Carers.</p> <p>Visit from a librarian – sharing a story.</p> <p>Visit from the Salvation Army Major, sharing the Christmas Story.</p>	<p>Visit from an outside provider, bringing animals into the FS environment (Exotic animals to tie in with Handa's Surprise / different environments and countries)</p> <p>African drumming workshop</p> <p>Visit from the Nottinghamshire Healthy Lifestyles classroom.</p>	<p>Visit from a Fire Engine and Firefighters.</p> <p>Providing opportunities for the children to have a first-hand experience of a car and coach.</p> <p>Purchasing caterpillars and showing the change from a caterpillar to butterfly.</p>
Expressive Arts & Design	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p>		
	<p>Sing a range of well-known nursery rhymes and songs</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody (including Christmas songs / carols)</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music (including Christmas songs / carols)</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses (Music from different cultures – China, Kenya)</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses (Chinese New Year, Kenyan dancing)</p> <p>Develop storylines in their pretend play</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses (Music from different cultures - Arabic)</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses (Arabic dancing)</p> <p>Create collaboratively, sharing ideas, resources and Skills</p>

	Make use of props and materials when role playing characters in narratives and stories		Share their creations, explaining the process they have used Invent, adapt and recount narratives and stories with peers and their teacher
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