
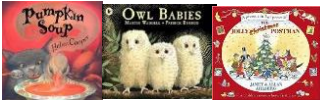






Reception Long Term Plan

Areas of Learning:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme:	All about me	Seasonal Changes	Space	Into the Woods	Traditional Tales	Under the Sea
Focus books:	<ol style="list-style-type: none"> 1. <i>Harry and the Dinosaurs go to School</i> 2. <i>Lost and Found</i> 3. <i>People Who Help us</i> 	<ol style="list-style-type: none"> 1. <i>Pumpkin Soup</i> 2. <i>Owl Babies</i> 3. <i>The Jolly Christmas Postman</i> 	<ol style="list-style-type: none"> 1. <i>My Pet Star</i> 2. <i>Beegu</i> 3. <i>Aliens Love Underpants</i> 	<ol style="list-style-type: none"> 1. <i>The Gruffalo</i> 2. <i>Counting Creatures</i> 3. <i>The Foggy Foggy Forest</i> 	<ol style="list-style-type: none"> 1. <i>Little Red Riding Hood</i> 2. <i>Goldilocks and the Three Bears</i> 3. <i>Jack and the Beanstalk</i> 	<ol style="list-style-type: none"> 1. <i>Somebody Swallowed Stanley</i> 2. <i>The Night Pirates</i> 3. <i>Billy's Bucket</i> 
Communication and Language- <i>Listening, Attention and Understanding</i>	<p>Throughout the year, children will be learning to:</p> <ul style="list-style-type: none"> • 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 • make comments about what they have heard and ask questions to clarify their understanding; 					

- hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

(ELGs)

<p>Understand how to listen carefully and why listening is important</p> <p>Engage in story times</p>	<p>Ask questions to find out more and to check they understand what has been said to them</p> <p>Develop social phrases</p> <p>Engage in story times</p>	<p>Articulate their ideas and thoughts in well-formed sentences</p> <p>Connect one idea or action to another using a range of connectives</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 some detail</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen</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>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words</p> <p>Use new vocabulary in different contexts</p>
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<p>Communication and Language- <i>Speaking</i></p>	<p>Throughout the year, children will be learning to:</p> <ul style="list-style-type: none"> • participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate • 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>(ELGs)</p>					
<p>Personal, Social and Emotional Development <i>Self-regulation</i> <i>Managing self</i> <i>Building relationships</i></p>	<p>Settling into new classroom</p> <p>Model how to use different areas indoors and outdoors</p> <p>Class rules and routines (hand prints)</p> <p>Manage their own basic hygiene and personal needs,</p>	<p>Work and play cooperatively and take turns with others (refer to characters from Pumpkin Soup)</p> <p>Understand importance of healthy food choices</p> <p>Pumpkin Soup- fruits and vegetables</p>	<p>Form positive attachments to adults and friendships with peers</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly</p> <p>PANTS rule</p>	<p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> <p>Be confident to try new activities and show independence, resilience and</p>	<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>Transition to Year 1</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</p>

	including dressing, going to the toilet			perseverance in the face of challenge	Show sensitivity to their own and to others' needs	
Physical Development	<p>Throughout the year, children will be learning to:</p> <ul style="list-style-type: none"> • Negotiate space and obstacles safely, with consideration for themselves and others • Demonstrate strength, balance and coordination when playing • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Use a range of small tools, including scissors, paint brushes and cutlery • Begin to show accuracy and care when drawing <p>(ELGs)</p>					
<i>Gross motor skills</i>	<p>Develop skills needed to manage the school day successfully such as lining up, queueing and mealtimes</p> <p>Equipment from break time box- obstacle course- show children how</p>	<p>Revise and refine the fundamental movement that have already been acquired:</p> <p>Rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Teacher <u>shouts</u> <u>different numbers</u></p>	<p>Logs for balancing</p> <p>Stepping stones</p> <p>Parachute games</p> <p>Space game- 4 teams with bean bags in the middle</p> <p>Aliens love underpants game - (tag rugby)</p>	<p>Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.</p> <p>Throwing and catching</p> <p>Monster game</p>	<p>Combine different movements with ease and fluency</p> <p>What's the time Mr Wolf?</p> <p>Parachute- Giant to catch Jack under the parachute (cat and mouse)</p>	<p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Shark is coming hoop game</p> <p>Act out different sea creatures</p>

	<p>to play with the equipment</p> <p>Use outdoor area and develop spatial awareness</p> <p>Riding bikes in the outdoor area</p> <p>Following instructions</p> <p>Traffic light</p> <p>Follow the leader whole class/group/partner game</p>	<p><u>with hoops on the ground</u></p> <p>Move your body- When the teacher calls out a body part (for example knee), the students have to freeze and balance using that body part on the floor.</p> <p>Dance Tag- taggers aim to catch all of the students. If a student is caught, they have to stop and create a dance move.</p>	<p>Space game with meteors (balls)</p> <p>My Pet Star- Pretending to be a star in different ways</p>	<p>Animal game- put children in groups (fox, owl, squirrel, rabbit). Adult to call 2 groups and children to swap.</p> <p>Rabbit hole (similar to stuck in the mud)</p>	<p>Act out the story of Goldilocks and the Three bears- peering through the window, eating porridge, sitting on the chair, sleeping on the bed, running out of the house</p> <p>Cups and saucers</p>	<p>Obstacle courses</p> <p>Find the hidden treasure and collect for team</p> <p>Sports Day practise</p>
<i>Fine motor skills</i>	<p>Tummy time drawings</p> <p>Fishing for phonics sounds</p>	<p>Stirring pumpkin soup</p> <p>Exploring pumpkins</p> <p>Fishing for numbers</p>	<p>Threading beads to make patterns</p> <p>Making bracelets/necklace using different colours/shapes</p>	<p>Planting</p> <p>Printing using Numicon shapes</p> <p>Printing dots to match numerals</p>	<p>Pouring</p> <p>Make cupcakes using play dough</p> <p>Sort bears according to size/colour</p>	<p>Brushes and water for painting fences</p> <p>Catch the animals using nets in water</p>

	Pretend tablets in bottles with tweezers	Measuring ingredients Make envelopes Decorate Christmas tree Start eating independently and learn how to use a knife and fork	Hang up numbered pants on the washing line Making different shapes using play dough Pick out shapes buried in sensory materials	Create stick puppets of characters Leaf threading Shadow puppets Catch the magnetic numbers	Find the bears in sand Threading beanstalks Plant collage using tissue paper	Rescue sea creatures wrapped in pipe cleaners Unlock padlocks for pirates
Literacy- <i>Reading</i>	Say a sound for each letter in the alphabet Recognise own name Non-fiction-	Say a sound for each letter in the alphabet and at least 10 digraphs Sequence images from a story	Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound-blending	Read words consistent with their phonic knowledge by sound-blending Describe a creature from the woods using descriptive language	Read aloud simple sentences and books that are consistent with their phonic knowledge Re-tell stories using own words using language such as 'once upon a time'.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
Phonics- RWI Programme	discuss similarities and differences How to hold a book and turn pages carefully	Re-tell stories (beginning, middle and end)	Re-tell stories consistent with their phonic knowledge by sound-blending Re-tell stories using actions. What do you know about space? Use	Use repetitive phrases to re-tell The Foggy Foggy Forest	Re-tell stories using own words using language such as 'once upon a time'. Re-tell stories using actions.	Re-tell stories using own words and common words and phrases from the story

	<p>Look at contents/index page</p> <p>Describe the role of individuals in a hospital.</p>		<p>vocabulary in relation to space</p> <p>Discuss pets at home. What pet would you like to have?</p>		<p>Engage in different versions of the traditional tales</p> <p>Identify similarities and differences of traditional tales</p>	<p>What will you do to help the environment?</p> <p>Describe characters from The Night Pirates using full sentences</p>
<p>Literacy- <i>Writing</i></p>	<p>Practise forming letters</p> <p>Write initial sounds/simple CVC words in relation to texts.</p> <p>Create a peg label- write own name in relation to Harry starting school.</p> <p>Draw/make marks of a list of items that would be needed for the</p>	<p>Write recognisable letters</p> <p>Copying/writing own name</p> <p>Write initial sounds/ simple words in relation to texts.</p> <p>Initial sounds/simple words of characters from Pumpkin Soup</p>	<p>Write recognisable letters, most of which are correctly formed.</p> <p>Writing own name</p> <p>Sequence images and write an event that occurs in My Pet Star</p> <p>Design own underpants and write a simple</p>	<p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write a description of a creature from the woods using phonics knowledge.</p> <p>Use characters, repetitive</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Write events from the story using beginning, middle and end. Introduce capital letters, finger spaces and full stops.</p> <p>Talk about how the bear or</p>	<p>Write simple phrases and sentences that can be read by others.</p> <p>Write main events that occurred in the story.</p> <p>Reinforce capital letters, finger spaces and full stops.</p> <p>What is in Billy's bucket? Describe the creature.</p>

	<p>arctic (initial sounds/scribe for child) Make marks/write initial sounds to describe the roles of people in a hospital.</p>	<p>Draw the front cover of the story and write names of characters from Owl Babies (initial sounds/words using phonics knowledge)</p> <p>Christmas cards</p> <p>Write a letter to Santa</p>	<p>sentence describing them.</p> <p>Write facts about space (sun, moon, star, earth etc)</p>	<p>phrases and rhyme for writing.</p>	<p>Goldilocks might be feeling and why. Use phrases from the story. Write main events of the journey of Red Riding Hood. What is in her basket? What would you take if you were to visit your Grandmother?</p> <p>Instructional writing- how to plant a runner bean.</p>	<p>What would you have in your bucket and why? Write simple sentences to describe characters from the Night Pirates</p> <p>Design own pirate and simple sentences to describe them</p>
<p>Literacy- <i>Comprehension</i></p>	<p>Throughout the year, children will be learning to:</p> <ul style="list-style-type: none"> • demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; • anticipate – where appropriate – key events in stories; 					

	<ul style="list-style-type: none"> use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 					
	(ELGs)					
<p>Maths</p> <p><i>Number</i></p> <p><i>Numerical patterns</i></p> <p><u>Singapore maths approach</u></p>	<p>Matching</p> <p>Sorting</p> <p>Comparing and ordering</p> <p>AB patterns</p> <p>Counting</p> <p>(number songs)</p>	<p>Time</p> <p>Composition of numbers to 5</p> <p>2D shapes</p> <p>Positional language</p>	<p>Counting</p> <p>Counting and ordering</p> <p>Addition</p> <p>Comparing and ordering</p>	<p>Patterns</p> <p>Measuring length and height</p> <p>Capacity</p> <p>2D shapes</p> <p>3D shapes</p>	<p>Counting on to add</p> <p>Counting forwards and backwards</p> <p>Counting to 20</p> <p>Doubling</p> <p>Halving and sharing</p> <p>Odd and even</p>	<p>Mass</p> <p>Volume and capacity</p> <p>Money</p> <p>Data</p> <p>Word problems</p>
<p>Understanding the World</p> <p><i>Past and present</i></p> <p><i>People culture and communities</i></p> <p><i>The natural world</i></p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them</p> <p>Talk about the lives of the people</p>	<p>Understand some important processes and changes in the natural world around them, including the seasons (autumn)</p> <p>Describe what they see, hear and feel whilst outside</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</p>	<p>Make observations and draw pictures of animals</p> <p>Woodland creatures</p> <p>Field walk- label trunk, twigs, branches etc.</p>	<p>Explore the natural world around them, making observations and drawing pictures of plants</p> <p>Planting individual bean plants</p>	<p>Begin to understand the need to respect and care for the natural environment</p> <p>Somebody</p> <p>Swallowed</p> <p>Stanley- how to take care of the environment</p>

<p>around them and their roles in society</p> <p>Circle time- bring pictures in from home for discussion</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;</p> <p>Difference in technology in hospitals</p>	<p>Explore the natural world around them</p> <p>Autumn walk around the field/local park</p> <p>Describe their immediate environment using observation and knowledge from maps</p> <p>Explore maps- where we live, where children are from.</p> <p>Explore local area on a map</p> <p>Make observations and draw pictures of animals</p>	<p>Discussion about space</p> <p>Using bee bots (positional language)</p>		<p>Life cycle of a plant</p>	<p>Make observations and draw pictures of animals</p> <p>Sea creatures</p> <p>Floating and sinking</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</p> <p>Night Pirates- Discussion about occupations- can girls be footballers? Can boys be nurses?</p>
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		<p>Hibernation</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Christmas</p>				
Understanding the World-RE		<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories</p> <p>Diwali</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</p>	<p>Understand that some places are special to members of their community</p>	

<p>Expressive Arts and Design</p> <p><i>Creating with materials</i></p> <p><i>Being imaginative and expressive</i></p>	<p>Safely use and explore a variety of materials</p> <p>Role play – home corner Hospital</p> <p>Self portraits Hand prints Hatch dinosaur eggs in ice Dinosaur footprints 2D shape penguin printing Make boats using junk modelling Create a skeleton X-ray (white paint) Looking after babies/dolls</p>	<p>Safely use and explore a variety of materials and tools and techniques</p> <p>Role play- Post Office/Santa’s Grotto</p> <p>Create nests using natural resources Firework straw painting Fireworks using chalk (outdoor area) Tree collage Pumpkin printing with apples Leaf printing Autumn play dough (brown coloured, cinnamon/chocolate scented) Santa hats</p>	<p>Safely use and explore a variety of materials, tools and techniques, experimenting with design, texture, form and function</p> <p>Role play- space</p> <p>Chinese New Year lanterns</p> <p>Recreate scenes from Beegu using different materials Moon dough/dust Star collage Star suncatcher Patterns on underpants using different tools</p>	<p>Share their creations, explaining the process they have used</p> <p>Experiment with colour</p> <p>Explore colour and colour mixing</p> <p>Role play- forest?</p> <p>Create silhouettes Create a Gruffalo by experimenting with different material for the features</p>	<p>Make use of props and materials when role playing characters in narratives and stories</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Role play- forest?</p> <p>Role play masks and props Forest scenes Play dough- bake cookies for Grandma Create a soft bed for Goldilocks Paint a bear with a fork</p>	<p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Role play- supermarket- fruit and vegetables(money) Pirate themed</p> <p>Mix colours to paint sea creatures Sea creatures using watercolours Paper plate craft of sea creatures Make kites for outdoor area Pirate hats Create pirate ships Paint night scenes using different shades</p>
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		Snowman using different sized circles		Gruffalo characters stick puppets Easter eggs Make Easter baskets for eggs Easter cards	Potato stamp bears Magic bean collage Create a beanstalk	
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<p>Expressive Arts and Design- Music (JP)</p>	<ul style="list-style-type: none"> ○ Sing a range of well-known nursery rhymes and songs; <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>(ELG)</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>					
	<p>Heads, shoulders, knees and toes Five little elephants (counting forwards) Five little speckled frogs (counting backwards) Alice the camel (counting backwards) Miss Polly had a dolly</p>	<p>1,2,3,4,5 once I caught a fish alive 5 cheeky monkeys 10 little men Hickory dickory dock (counting forwards) Flippy Floppy scarecrow</p>	<p>Musical box – 2D shapes The enormous turnip 10 green bottles (counting backwards)</p>	<p>Months of the year Days of the week Cat went fiddle I fee Hare and the tortoise Head and shoulders version B</p>	<p>Doubling song Little Red Riding Hood Jack and the Beanstalk 3 Billy Goats Gruff When Goldilocks went to the house of the bears</p>	<p>Little Red Hen A sailor went to sea Recap songs from the year.</p>

Other:	Baseline Black History Month- Anansi the spider	Phonics assessment Maths assessment Cooking- pumpkin soup Diwali Bonfire Night Cooking- pumpkin soup Baking- Gingerbread men Christmas story	Phonics assessment Chinese New Year Valentines day Baking- cosmic cookies	Phonics assessment Maths assessment Mother's Day cards Pancake day St Patrick's day Easter Cooking- Gruffalo crumble, Easter nests Easter story Trip to Odds farm	Phonics assessment Indoor/outdoor planting Bake biscuits for Grandma Taste test porridge Eid al-Fitr	Phonics assessment Maths assessment Sports Day Father's Day cards Eid al-Udha Target Tracker/data Profiles to be completed Trip to the aquarium
Ongoing observations for individual profiles throughout the year						

International Week
Science Week

Understanding the World

ELG: Past and Present

- - Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

ELG: The Natural World

- - 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;
- - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
- props and materials when role playing characters in narratives and stories.