



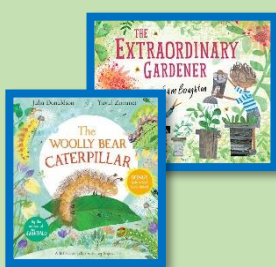
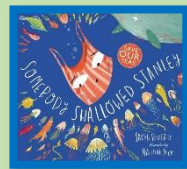


# Reception Long Term Plan

|                                    | Autumn 1  | Autumn 2   | Spring 1   | Spring 2   | Summer 1   | Summer 2   |
|------------------------------------|---|--|--|--|--|--|
| Theme                              | All about me  | Change   | Winter   | Animals  | Growing  | Journeys   |
| Focus Texts                        |    |   |    |   |   |   |
| Celebrations/<br>Special Occasions | Transition,<br>Autumn/Harvest<br>Birthdays<br>Grandparents Day<br>(3 <sup>rd</sup> October)<br>Nursery Rhyme<br>week – 15 <sup>th</sup><br>November                 | Diwali, Bonfire Night,<br>Remembrance Day,<br>Children in Need,<br>Advent/Christmas  | Winter,<br>Chinese New Year,<br>Pancake Day,<br>Valentines Day   | Spring,<br>World Book Day,<br>Mother's Day,<br>Lent/Easter   | Ramadan/Eid,<br>St. Georges Day  | Summer,<br>World Oceans Day,<br>Father's Day,  |
| Key Questions/<br>learning         | What makes me special - how am I unique?<br>What am I good at?<br>Our families<br>How has my body changed?<br>Names of key body parts.<br>How do we use our senses? | Which celebrations are important to me?<br>Which celebrations are important to other people in our community and other countries?<br>How do people celebrate special events in our country and beyond - Bonfire Night, Remembrance | What is a town/street/city/country?<br>Which country do I live in?<br>Where is my country on a map/globe?<br>What are the other countries called?<br>Are all countries the same? | What are characters?<br>Are all characters the same?<br>How do the characters feel in the different stories?<br>What is a setting?<br>Are all settings the same?<br>What is the beginning, middle, end of a story? | What is a season?<br>How is Spring different to other seasons?<br>What is a life cycle?<br>How do plants grow?<br>What do they need to grow?<br>What are tadpoles?<br>What happens in the tadpole life cycle?<br>What happens in the butterfly life cycle? | What do I already know about the sea?<br>What would I like to find out?<br>How can I find out this information?<br>What could I find under the sea?<br>Are there only sea creatures or other things? (Seaweed, shipwrecks etc.). |

## Reception Long Term Plan

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|  |  | Day, Diwali, and Christmas.<br>Can we talk about the similarities and differences between the countries and celebrations? (e.g., hotter/colder)   | Look at differences – rainforests/deserts/Arctic<br>Which animals live in which countries?   | What were stories like many years ago?<br>Can I retell a story in my own words?<br>Can I make up my own story and write it?<br>Who lives in hot countries?<br>Which animals live there? | What is a mini beast?<br>How can I find out more about them?<br>How many mini beasts can I find?                     | What could I learn about sea creatures?<br>Are they all the same?<br>How are they different?<br>Who uses the sea? (Past and present (sailors, pirates etc.)).<br>How can I help look after the sea? |
| <b>Visits/<br/>Visitors<br/>Events</b> | New baby<br><br>Mums / dads<br><br>Walk around school grounds, autumn walk   | Walk to the Post Office – post letter to Santa.<br><br>Diwali day – celebrate with music, dancing, food, special clothing or a Hindu visitor.<br><br>If appropriate, invite parents in to talk about festivals and different celebrations.<br><br>Harvest festival<br><br>Nativity performance<br>Christmas Party | Penguin video<br><br>Winter walk around school/freezing object<br><br>Chinese New Year celebrations  | Visit a library<br><br>Local Author to visit the school or class to read a story to the children<br><br>Spring walk<br><br>Easter Egg hunt  | The Creepy Crawly Show<br><br>Planting with parents  | Sea shanties<br><br>Beach day in school e.g. dressing up, picnic  |
| <b>Books to Read</b>                   | Maisy goes to Nursery by Lucy Cousins<br><br>I like Me by Nancy Carlson<br><br>My Mom and Dad make me laugh by Nick Sharratt | Topsy and Tim have a Birthday Party by Jean & Gareth Adamson<br><br>The best Diwali ever by Sonali Shah<br><br>Dear Santa by Rod Campbell   | Polar Bear, Polar Bear, what do you hear? By Bill Martin Jr & Eric Carle<br><br>Say Hello to snowy animals Animals by Ian Whybrow & Ed Eaves | Jack and the Beanstalk<br><br>The 3 Little Pigs<br><br>The 3 Billy Goats Gruff<br><br>Little Red Riding Hood<br><br>The Ugly Duckling   | Bird builds a Nest by Martin Jenkins<br><br>The Teeny Weeny Tadpole by Sheridan Cain<br><br>I love Bugs by Emma Dodd |   |

## Reception Long Term Plan

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|                                 | <p>Peace at Last by Jill Murphy</p> <p>Eyes, nose, fingers and Toes by Judy Hindley</p> <p>I hear a Pickle by Rachel Isadora</p>  |   | <p>My friend Bear by Jez Alborough</p>   |  | <p>Walter's Web.</p> <p>Monkey Puzzle</p> <p>Jack and the Beanstalk.</p> <p>The tiny seed.</p> <p>I went walking</p> <p>Once there was a Seed by Judith Anderson &amp; Mike Gordon</p> |  |
| <b>Vocabulary</b>               | <p>Unique, relations, similar, skeleton, skull, hearing, see/sight, touch, smell, taste.</p>  | <p>Baptise, christening, tradition, anniversary, wedding, carnival, event, festival</p>   | <p>Street, city, community, travel, continent, desert, rainforest, Arctic, Antarctic, North Pole, South Pole, boiling, melting, freezing, frost, seasons</p> | <p>Structure, beginning, middle, end, character, setting, narrative</p>                  | <p>Habitat, life cycle, insect, thorax, abdomen, roots, stem, petals, absorb, oxygen, hydrate</p>  | <p>Ocean, habitat, tide, coast, pollution, environment, recycle, pirate, lifeguard, coastguard</p> |
| <b>Enhanced Provision Ideas</b> | <ul style="list-style-type: none"> <li>Junk model houses</li> <li>Large body collage – add labels</li> <li>Draw around each other with chalk/bricks</li> <li>Work based around 'My class is a family' e.g. lolly stick houses and drawings of my family and my class</li> </ul> | <ul style="list-style-type: none"> <li>Diwali Party</li> <li>Letters delivered to Santa</li> <li>Building Santa's sleigh</li> </ul> | <ul style="list-style-type: none"> <li>Chinese writing and numbers</li> <li>Making a Chinese lantern</li> <li>Making a boat / vehicle.</li> </ul>            | <ul style="list-style-type: none"> <li>Creating an umbrella for the elephant.</li> </ul> | <ul style="list-style-type: none"> <li>Measuring growth of sunflowers</li> <li>Lifecycles sorting and matching</li> </ul>  | <ul style="list-style-type: none"> <li>Kim's Game with sea creatures</li> </ul>                    |

## Reception Long Term Plan

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| <b>Religious Education</b> | <ul style="list-style-type: none"> <li>• <b>Branch 1 Creation and Covenant</b></li> <li>• The words and actions of the Sign of the Cross: "In the name of the Father, and of the Son and of the Holy Spirit. Amen" God created the world and said, "Indeed it is very good" (Genesis 1:31) LS 84 – the whole of creation shows God love for us.</li> <li>• God is love. God made each one of them. God loves each one of them as a unique person. God made a wonderful world and what God creates is good. God loves us and we are part of a family. CST God made the earth and sky. God made all the people all over the world. God made all the animals. God made all the plants. God made the air, the ground and the water. And God tells us we must take good care of them. It is an important job! <b>Stewardship.</b></li> <li>• Look after me. Look after God's world.</li> <li>• <b>Branch 2 Prophecy and Promise</b></li> <li>• The Annunciation Luke 1:26-31, 38 The Nativity Luke 2: 4-7 The Shepherds visit the manger. Luke 2:8-20.</li> <li>• Mary was chosen by God to give birth to his son. Jesus was born in a stable and laid in a manger. Shepherds were told by angels to visit him.</li> <li>• The tradition of the crib to tell the story of Jesus' birth.</li> <li>• Various cultures celebrate Jesus' birthday in different ways CST All people work in some way. Everyone should be able to work safely so that it helps them because God</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Branch 3 Galilee to Jerusalem</b></li> <li>• The visit of the Magi Matt 2:1-12. Jesus blesses the little children Mk 10:13-16 Feeding of five thousand John 6:1-14.</li> <li>• The Magi visited Jesus with gifts. Jesus is God's son and came for everyone. Jesus' birth is celebrated at Christmas. Jesus came to show God's love and welcomes everyone. Jesus takes care of everyone.</li> <li>• That the Church prays The Glory Be as a response to the coming of Jesus.</li> <li>• We welcome and show love to everyone in our words and actions as Jesus does. We are called to help the poor and hungry. CST You need food, water, a house, your school, a good doctor and a job for the grown-up who takes care of you. So does everybody else on the whole Earth. But many people do not have these things. Jesus wants us to take extra care of these people.</li> <li>• <b>Branch 4 Desert to Garden</b></li> <li>• A simplified version of key events of Holy Week especially Good Friday and Easter Sunday (to enable pupils to recognize key events) the great commandment. Lk10:25-28.</li> <li>• Listen to and talk about the season of Lent and Easter Jesus died on Good Friday and rose again on Easter Sunday Easter is a celebration that Jesus is with us still. Easter celebrates new life. Simple Religious symbols in Lent and Easter.</li> <li>• The Church uses Purple and Ashes as signs of Lent and being sorry. Representations of Holy Week and Easter: Palms, The cross Easter Gardens, and symbols of New life.</li> <li>• Various cultures celebrate Lent and Easter in different ways: For example, Pancakes, Hot Cross Buns, Easter eggs</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Branch 5 To the Ends of the Earth</b></li> <li>• Story of Pentecost (Simple Telling) The early Christian community (Acts 2:42 - 47).</li> <li>• Coming of the Holy Spirit at Pentecost. the Good News of Jesus lived out by the early Christian community.</li> <li>• Pentecost is a special celebration in the Church. Sunday is a special day for the Church to celebrate.</li> <li>• The parish church and the parish family meet there to celebrate.</li> <li>• <b>Branch 6 Dialogue and Encounter</b></li> <li>• Friends of Jesus: Hear a simple life of St Peter and St Paul, friends of Jesus (linking to their feast day). Invite someone in from the local parish to talk about their faith and why it matters to them to be a friend of Jesus. Explore a range of pictures of Jesus from a non-European tradition.</li> <li>• Invite someone into the class from the local area or a school community member to talk about their local (faith) community and why it matters to them. Develop opportunities to engage children in a broad sensory curriculum about the music, food, smells, tastes, and specific clothing worn, to enrich understanding.</li> </ul> |
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## Reception Long Term Plan

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|  | loves them. By our work in Advent, we help others and ourselves and we show our love to God.  | Trying to help others by what we do in Lent. Could include Rasa Parade (Kerala) and other Lent customs around the world.   |   |
| <b>Communication &amp; Language (Listening, Attention &amp; Understanding)</b> | <ul style="list-style-type: none"> <li>I can follow daily routines e.g. tidy up time, challenges.</li> <li>I can follow instructions.</li> <li>I can understand 'why' questions</li> <li>For example why do you think he/she feels...?</li> <li>I understand how to listen carefully and why listening is important</li> <li>I can learn new vocabulary linked to daily routine / theme</li> <li>I am beginning to engage in story time</li> <li>I can join in with repeated refrains / fill in rhyming words</li> <li>I can listen to and begin to talk about stories to build familiarity and understanding</li> <li>I can discuss characters, events and settings.</li> <li>I can listen carefully to rhymes and songs and begin to pay attention to how they sound</li> </ul> | <ul style="list-style-type: none"> <li>I can hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>I can listen carefully to and learn rhymes, poems and songs</li> <li>I can listen to and talk about stories to build familiarity and understanding</li> <li>I am beginning to listen to and talk about non-fiction books, developing a familiarity with new knowledge and vocabulary</li> <li>I am beginning to understand humour e.g. nonsense rhymes / jokes</li> </ul> | <ul style="list-style-type: none"> <li>I can listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>I can make comments about what I have heard and ask questions to clarify my understanding</li> <li>I can hold conversation when engaged in back-and-forth exchanges with my teacher and peers.</li> <li>I understand humour more readily e.g. nonsense rhymes/jokes</li> </ul> |
| <b>Communication &amp; Language (Speaking)</b>                                 | <ul style="list-style-type: none"> <li>I can use new vocabulary throughout the day</li> <li>I am beginning to ask questions to find out more and to check they understand what has been said to them</li> <li>I am beginning to articulate my ideas and thoughts in well-formed sentences □ Ideas to friends □ Book talk</li> <li>I am beginning to connect one idea or action to another using a range of</li> </ul>   | <ul style="list-style-type: none"> <li>I can use new vocabulary in different contexts</li> <li>I can ask questions to find out more and to check I understand what has been said to me</li> <li>I can articulate my ideas &amp; thoughts in well-formed sentences</li> <li>I can connect one idea or action to another using a range of connectives</li> <li>I can describe events in some detail</li> </ul>   | <ul style="list-style-type: none"> <li>I can participate in small group, class and one-to-one discussions, offering my own ideas, using recently introduced vocabulary;</li> <li>I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>I can express my ideas and feelings about my experiences using full sentences, including use of past,</li> </ul>   |

## Reception Long Term Plan

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|   | <p>connectives... because, although, but..</p> <ul style="list-style-type: none"> <li>I am beginning to describe events in some detail</li> <li>I am developing social phrase ... greetings, How are you?</li> <li>Friendship ... Would you like to...?</li> <li>I am beginning to retell a simple story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words ...within small world / role play</li> </ul>   | <ul style="list-style-type: none"> <li>I can use talk to help work out problems, organise thinking &amp; activities explain how things work/why things happen</li> <li>I can develop and use social phrases with confidence</li> <li>I can retell a simple story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words</li> </ul> | <p>present and future tenses and making use of conjunctions, with modelling and support from my teacher.</p>   |
| <b>Personal, Social &amp; Emotional Development (Managing Self)</b>   | <ul style="list-style-type: none"> <li>I can manage own self-care needs ... I can zip my coat up, do my buttons, put my coat on and put my shoes on.</li> <li>I am developing confidence to try new activities and show independence. I access all types of enhancements (indoors &amp; outdoors)</li> <li>I know and I'm beginning to talk about the different factors that support my overall health and wellbeing:</li> <li>Tooth brushing – importance and how ... clean, decay</li> <li>Talk about importance of daily exercise and healthy eating ... exercise, healthy / unhealthy, heartbeat, fit</li> </ul> | <ul style="list-style-type: none"> <li>I can manage own self-care needs</li> <li>I know and can talk about the different factors that support my overall health and wellbeing: <input type="checkbox"/> sensible amounts of 'screen time' <input type="checkbox"/> having a good sleep routine <input type="checkbox"/> being a safe pedestrian</li> </ul>                             | <ul style="list-style-type: none"> <li>I am confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>I can explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>I can manage my own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> |
| <b>Personal, Social &amp; Emotional Development (Self-Regulation)</b> | <ul style="list-style-type: none"> <li>I can talk with others to solve conflicts.</li> <li>I can help to find solutions to conflicts and rivalries. I can do this during role play and discussions.</li> <li>I am beginning to express feelings and consider the feelings of others</li> </ul>   | <ul style="list-style-type: none"> <li>I can express feelings and consider the feelings of others</li> <li>I can set my own goals and show resilience and perseverance in the face of challenge</li> <li>I can identify and moderate my own feelings socially and emotionally</li> </ul>   | <ul style="list-style-type: none"> <li>I can show an understanding of my own feelings and those of others, and begin to regulate my behaviour accordingly</li> <li>I can set and work towards simple goals, being able to wait for what I want and control my immediate impulses when appropriate</li> </ul>   |



## Reception Long Term Plan

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|  | <ul style="list-style-type: none"> <li>I can identify and name emotions ... emotion, lonely, sad/happy, confident, pleased, frightened, angry, confused, disappointed, nervous/worried, excited</li> <li>I can link book character's emotion to own experiences ... expression, mood, feeling/emotion</li> <li>I am beginning to set own goals and show resilience and perseverance in the face of challenge</li> <li>I am beginning to identify and moderate my own feelings socially and emotionally</li> </ul> | <ul style="list-style-type: none"> <li>I can think about the perspectives of others</li> </ul>   | <ul style="list-style-type: none"> <li>I can 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</li> </ul>   |
| <b>Personal, Social &amp; Emotional Development (Building Relationships)</b> | <ul style="list-style-type: none"> <li>I am beginning to see myself as a valuable individual</li> <li>I can describe myself, positively ... <i>proud, special, love</i> (use books: 'Happy in Our Skin' &amp; 'My Hair')</li> <li>I am beginning to build constructive and respectful relationships</li> <li>I am using social language to develop friendships see CL</li> </ul>  | <ul style="list-style-type: none"> <li>I see myself as a valuable individual</li> <li>I can build constructive and respectful relationships</li> </ul>   | <ul style="list-style-type: none"> <li>I can work and play cooperatively and take turns with others</li> <li>I can form positive attachments to adults and friendships with peers</li> <li>I can show sensitivity to my own and to others' needs.</li> </ul>   |
| <b>Physical Development (Gross Motor Skills)</b>                             | <ul style="list-style-type: none"> <li>I can revise and refine the fundamental movement skills that I have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>I can engage in and develop confidence in actions</li> <li>I am beginning to develop overall body-strength, balance, co-ordination and agility.</li> <li>I can set my own physical challenge</li> <li>I am beginning to use my core muscle strength to achieve a good</li> </ul>         | <ul style="list-style-type: none"> <li>I can continue to refine the fundamental movement skills I have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing</li> <li>I am beginning to progress towards a more fluent style of moving, with developing control and grace</li> <li>I can develop my overall body-strength, balance, co-ordination and agility.</li> <li>I can use my core muscle strength to achieve a good posture when sitting at a table or sitting on the floor</li> <li>I can combine different movements with ease and fluency</li> </ul> | <ul style="list-style-type: none"> <li>I can negotiate space and obstacles safely, with consideration for myself and others</li> <li>I can demonstrate strength, balance and coordination when playing</li> <li>I can move energetically, such as running, jumping, dancing, hopping, skipping and climbing</li> </ul> |

## Reception Long Term Plan

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|   | <p>posture when sitting at a table or sitting on the floor</p> <ul style="list-style-type: none"> <li>I am beginning to combine different movements with ease and fluency</li> <li>I am beginning to confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>I can understand rules and reasons</li> <li>I can further develop the skills I need to manage the school day successfully: <input type="checkbox"/> lining up and queuing <input type="checkbox"/> mealtimes <input type="checkbox"/> personal hygiene</li> </ul> | <ul style="list-style-type: none"> <li>I can confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group</li> <li>I can further develop and refine a range of ball skills including: passing, batting and aiming</li> </ul>  |   |
| <b>Physical Development (Fine Motor Skills)</b> | <ul style="list-style-type: none"> <li>I can hold my writing utensil comfortably using a tripod grip</li> <li>I am continuing to develop my small motor skills so that I can use a range of tools competently, safely and confidently.</li> <li>I can use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> </ul>  | <ul style="list-style-type: none"> <li>I can develop my small motor skills so that I can use a range of tools competently, safely and confidently.</li> <li>I can use pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</li> <li>I am beginning to develop the foundations of handwriting style which is fast, accurate and efficient, consolidating my effective pencil grip</li> </ul>   | <ul style="list-style-type: none"> <li>I can hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>I can use a range of small tools, including scissors, paint brushes and cutlery</li> <li>I am beginning to show accuracy and care when drawing</li> </ul>   |
| <b>Literacy (Comprehension/Word Reading)</b>    | <ul style="list-style-type: none"> <li>I am beginning to retell simple stories and narratives using my own words and some recently introduced vocabulary.</li> <li>I can talk about main characters and the beginning, middle, end of a book</li> <li>I am beginning to re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment</li> <li>I understand that print goes from left to right</li> </ul>  | <ul style="list-style-type: none"> <li>I am beginning to use and understand some recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</li> <li>I can retell a story in small world and role play areas</li> <li>I can take on the role of character using some story language</li> <li>I can talk about likes and dislikes of texts, rhymes and poems</li> <li>I can choose a book and begin to explain why I have chosen it</li> </ul> | <ul style="list-style-type: none"> <li>I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary</li> <li>I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> <li>I am beginning to notice some relationships between one text and another</li> </ul> |



## Reception Long Term Plan

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|                           | <ul style="list-style-type: none"> <li>I am continuing to develop my Phase one phonological awareness, I am focusing on rhythm &amp; rhyme; alliteration (initial sounds); oral blending and segmenting</li> <li>I can read individual letters by saying the sounds for them</li> <li>I can blend sounds into words, so that I can read short words made up of known GPCs</li> <li>P2 □ VC words □ CVC words</li> <li>I am beginning to read a few common exception words matched to my school's phonic programme Phonics Bug</li> <li>I can read my tricky words I, go, to, the, no, into</li> <li>I am beginning to read simple phrases / sentences</li> <li>I can read pink B guided reading books aligned to my phonic knowledge</li> </ul> | <ul style="list-style-type: none"> <li>I am beginning to anticipate - where appropriate - some key events in stories</li> <li>I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment</li> <li>I can orally blend and segment CVC words</li> <li>I can say the sound for each letter of the alphabet</li> <li>I can read double letters □ ss □ ll □ zz □ ck □ ff</li> <li>I can read consonant digraphs □ sh □ ch □ th, □ ng</li> <li>I am beginning to read words consistent with my phonic knowledge</li> <li>I can read some common exception words matched to the school's phonic programme Phonics Bug</li> <li>I can read red guided reading books aligned to phonic knowledge</li> </ul> | <ul style="list-style-type: none"> <li>I am beginning to comment on perceived links with own life experience or other experiences, e.g. films, books</li> <li>I can say the sound for each letter of the alphabet and for at least 10 digraphs</li> <li>I am secure at Phase 3 phonics</li> <li>I can read words consistent with my phonic knowledge by sound-blending</li> <li>I can read aloud simple sentences and books that are consistent with my phonics knowledge, including some common exception words</li> </ul>   |
| <b>Literacy (Writing)</b> | <ul style="list-style-type: none"> <li>I can write name correctly using the correct letter formation</li> <li>I can use some of my print and letter knowledge in my early writing</li> <li>I am beginning to form lower-case letters correctly</li> <li>I am beginning to spell words by identifying the sounds and then writing the sound with letter/s, using known GPCs</li> <li>I can use my knowledge of initial sounds to write labels</li> <li>I am beginning to write lists &amp; captions</li> <li>I can orally rehearse the vocabulary I want to write</li> <li>I am beginning to reread what I have written</li> </ul>   | <ul style="list-style-type: none"> <li>I can form most lower-case and capital letter correctly</li> <li>I can spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs - CVC words</li> <li>I can write captions/phrases and begin to write simple sentences using known GPCs</li> <li>I can re-read what I have written to make sure it makes sense</li> <li>I am beginning to write a variety of □ fiction and non-fiction sentences / captions</li> </ul>  | <ul style="list-style-type: none"> <li>I can write recognisable letters (lower case and capital) most of which are formed correctly</li> <li>I can spell words by identifying the sounds and then writing the sound with letter/s, using taught GPCs -CVC words</li> <li>I can write simple phrases and sentences that can be read by others</li> <li>I can include: □ oral rehearsal of sentence before writing □ word spacing □ full stop □ capital letter</li> <li>I am beginning to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, such as:</li> <li>2-3 part story (e.g. using story map/planner)</li> <li>Instructions</li> </ul> |

# Reception Long Term Plan

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|              |  |   | <ul style="list-style-type: none"> <li>Fact cards (e.g. using a 'spider gram' to collate information)</li> </ul>  |
| <b>Maths</b> | <p><b>Match, sort and compare</b></p> <ul style="list-style-type: none"> <li>Match objects</li> <li>Match pictures and objects</li> <li>Identify a set</li> <li>Sort objects to a type</li> <li>Explore sorting techniques</li> <li>Create sorting rules</li> <li>Compare amounts</li> </ul> <p><b>Talk about measure and patterns</b></p> <ul style="list-style-type: none"> <li>Compare size</li> <li>Compare mass</li> <li>Compare capacity</li> <li>Explore simple patterns</li> <li>Copy and continue simple patterns</li> <li>Create simple patterns</li> </ul> <p><b>It's me 1, 2, 3</b></p> <ul style="list-style-type: none"> <li>Find 1, 2 and 3</li> <li>Subitise 1, 2 and 3</li> <li>Represent 1, 2 and 3</li> <li>1 more</li> <li>1 less</li> <li>Composition of 1, 2 and 3</li> </ul> <p><b>Circles and triangles</b></p> <ul style="list-style-type: none"> <li>Identify and name circles and triangles</li> <li>Compare circles and triangles</li> <li>Shapes in the environment</li> <li>Describe position</li> </ul> <p><b>1, 2, 3, 4, 5</b></p> <ul style="list-style-type: none"> <li>Find 4 and 5</li> <li>Subitise 4 and 5</li> <li>Represent 4 and 5</li> <li>1 more</li> <li>1 less</li> <li>Composition of 4 and 5</li> <li>Composition of 1 – 5</li> </ul> <p><b>Shapes with 4 sides</b></p> | <p><b>Alive in 5</b></p> <ul style="list-style-type: none"> <li>Introduce zero</li> <li>Find 0 to 5</li> <li>Subitise 0 to 5</li> <li>Represent 0 to 5</li> </ul> <ul style="list-style-type: none"> <li>1 more</li> <li>1 less</li> <li>Composition</li> <li>Conceptual subitising to 5</li> </ul> <p><b>Mass and capacity</b></p> <ul style="list-style-type: none"> <li>Compare mass</li> <li>Find a balance</li> <li>Explore capacity</li> <li>Compare capacity</li> </ul> <p><b>Growing 6, 7, 8</b></p> <ul style="list-style-type: none"> <li>Find 6, 7 and 8</li> <li>Represent 6, 7 and 8</li> <li>1 more</li> <li>1 less</li> <li>Composition of 6, 7 and 8</li> <li>Make pairs-odd and even</li> <li>Double to 8 (find a double)</li> <li>Double to 8 (make a double)</li> <li>Combine 2 groups</li> <li>Conceptual subitising</li> </ul> <p><b>Length, height and time</b></p> <ul style="list-style-type: none"> <li>Explore length</li> <li>Compare length</li> <li>Explore height</li> <li>Compare height</li> <li>Talk about time</li> <li>Order and sequence</li> </ul> <p><b>Building 9 and 10</b></p> <ul style="list-style-type: none"> <li>Find 9 and 10</li> <li>Compare numbers to 10</li> <li>Represent 9 and 10</li> <li>Conceptual subitising to 10</li> </ul> | <p><b>To 20 and beyond</b></p> <ul style="list-style-type: none"> <li>Build numbers beyond 10 (10 -13)</li> <li>Continue patterns beyond 10 (10-13)</li> <li>Build numbers beyond 10 (14-20)</li> <li>Continue patterns beyond 10 (14-20)</li> <li>Verbal counting beyond 20</li> <li>Verbal counting patterns</li> </ul> <p><b>How many now?</b></p> <ul style="list-style-type: none"> <li>Add more</li> <li>How many did I add?</li> <li>Take away</li> <li>How many did I take away?</li> </ul> <p><b>Manipulate, compose and decompose</b></p> <ul style="list-style-type: none"> <li>Select shapes for a purpose</li> <li>Rotate shapes</li> <li>Manipulate shapes</li> <li>Explain shape arrangements</li> <li>Compose shapes</li> <li>Decompose shapes</li> <li>Copy 2-D shape pictures</li> <li>Find 2-D shapes within 3-D shapes</li> </ul> <p><b>Sharing and grouping</b></p> <ul style="list-style-type: none"> <li>Explore sharing</li> <li>Sharing</li> <li>Explore grouping</li> <li>Grouping</li> <li>Even and odd sharing</li> <li>Play with and build doubles</li> </ul> <p><b>Visualise, build and map</b></p> <ul style="list-style-type: none"> <li>Identify units of repeating patterns</li> <li>Create own pattern rules</li> <li>Explore own pattern rules</li> <li>Replicate and build scenes and constructions</li> <li>Visualise from different positions</li> <li>Describe positions</li> <li>Give instructions to build</li> </ul> |

## Reception Long Term Plan

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|   | <ul style="list-style-type: none"> <li>Identify and name shapes with 4 sides</li> <li>Combine shapes with 4 sides</li> <li>Shapes in the environment</li> <li>• My day and night</li> </ul>   | <ul style="list-style-type: none"> <li>1 more</li> <li>1 less</li> <li>Composition to 10</li> <li>Bonds to 10 (2 parts)</li> <li>Make arrangements of 10</li> <li>Bonds to 10 (3 parts)</li> <li>Doubles to 10 (find a double)</li> <li>Doubles to 10 (make a double)</li> <li>Explore even and odd</li> </ul> <p><b>Explore 3-D shapes</b></p> <ul style="list-style-type: none"> <li>Recognise and name 3-D shapes</li> <li>Find 2-D shapes within 3-D shapes</li> <li>Use 3-D shapes for tasks</li> <li>3-D shapes in the environment</li> <li>Identify more complex patterns</li> <li>Copy and continue patterns</li> <li>• Patterns in the environment</li> </ul>   | <ul style="list-style-type: none"> <li>Explore mapping</li> <li>Represent maps with models</li> <li>Create own maps from familiar places</li> <li>Create own maps and plans from story situations</li> </ul> <p><b>Make connections</b></p> <ul style="list-style-type: none"> <li>Deepen understanding</li> <li>Patterns and relationships</li> </ul>   |
| <b>Art &amp; Design<br/>(Creating with Materials,<br/>Being Imaginative and expressive)</b> | <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>I can draw with increasing complexity and detail, such as representing a face with a circle and including details</li> <li>I can show different emotions in drawings and paintings</li> <li>I can continue explore colour and colour mixing.</li> <li>I can safely use and explore a variety of materials and tools</li> <li>I can explore new techniques</li> <li>I can talk about new creations</li> <li>I am beginning to return to and build upon previous learning</li> </ul> <p><b>Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>I can take part in simple pretend play</li> <li>I am beginning to develop complex stories using small world equipment</li> <li>I am beginning to develop storylines in my pretend play – including those</li> </ul> | <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>I can explore and use a variety of artistic effects to express my ideas and feelings.</li> <li>I can return to and build on my previous learning, refining ideas and developing my ability to represent them.</li> <li>I can create collaboratively sharing ideas, resources and skills.</li> </ul> <p><b>Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>I can listen attentively, move to and talk about music, expressing my feelings and responses.</li> <li>I can watch and talk about dance and performance art, expressing my feelings and responses.</li> <li>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</li> <li>I can explore and engage in music making and dance, performing solo or in groups.</li> <li>I can develop storylines in my pretend play.</li> </ul> | <p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>I can safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>I can share my creations, explaining the process I have used</li> <li>I can make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative &amp; Expressive</b></p> <ul style="list-style-type: none"> <li>I can invent, adapt and recount narratives and stories with peers and my teacher;</li> <li>I can sing a range of well-known nursery rhymes and songs;</li> <li>I can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul> |

## Reception Long Term Plan

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|   | <p>linked to focus text ... story language, character, beginning, middle, end</p> <ul style="list-style-type: none"> <li>• I am beginning to listen attentively, move to and talk about music, expressing my feelings and responses</li> <li>• I can talk about how music makes me feel.</li> <li>• I am beginning to watch and talk about dance and performance art</li> <li>• I can talk about how the music makes me feel</li> <li>• I can watch live music / dance performances linked to festivals ...</li> <li>• I can sing in a group or on my own</li> <li>• I am beginning to explore and engage in music making and dance</li> </ul> |   |   |
| <b>Understanding the World (Past and Present)</b>                 | <ul style="list-style-type: none"> <li>• I am <i>beginning to make sense of my own life-story and family's history</i></li> <li>• I am beginning to comment on images of familiar situations in the past e.g., When Mum and Dad were little</li> </ul>   | <ul style="list-style-type: none"> <li>• I can comment on images of familiar situations in the past</li> </ul>  | <ul style="list-style-type: none"> <li>• I can talk about the lives of the people around me and their roles in society</li> <li>• I know some similarities and differences between things in the past and now, drawing on my experiences and what has been read in class</li> <li>• I understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul>   |
| <b>Understanding the World (People, Cultures and Communities)</b> | <ul style="list-style-type: none"> <li>• I can talk about members of my immediate family and community</li> <li>• I can describe family members e.g. my grandparent is older</li> <li>• I understand that there are many different types of families</li> <li>• I can name and describe people who are familiar to me including People in my local / school community</li> </ul>   | <ul style="list-style-type: none"> <li>▪ I can talk about members of my immediate family and community</li> <li>▪ I can name and describe people who are familiar to me</li> <li>▪ I understand that some places are special to members of my community</li> <li>▪ I recognise that people have different beliefs and celebrate special times in different ways</li> <li>▪ I recognise some similarities</li> </ul> | <ul style="list-style-type: none"> <li>▪ I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>▪ I know some similarities and differences between different religious and cultural communities in this country, drawing on my experiences and what has been read in class</li> <li>▪ I can explain some similarities and differences between life in this country</li> </ul> |

## Reception Long Term Plan

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|  | <ul style="list-style-type: none"> <li>• I can develop an understanding of different occupations</li> <li>• I am beginning to understand that some places are special to members of my community</li> <li>• I can talk about special places I go with my family</li> <li>• I am beginning to recognise that people have different beliefs and celebrate special times in different ways</li> <li>• I am developing a knowledge and awareness of other festivals including <i>Harvest, Diwali, Christmas</i></li> </ul>   |  | and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.  |
| <b>Understanding the World (The Natural World)</b> | <ul style="list-style-type: none"> <li>▪ I can explore the natural world around me</li> <li>▪ I can describe what I see, hear and feel whilst outside</li> <li>▪ I understand the effect of changing seasons on the natural world around them – Autumn into Winter</li> <li>▪ I can observe / talk about changing <ul style="list-style-type: none"> <li>□ seasons ... season, summer, autumn, winter</li> <li>□ changes in autumn ... temperature, change, hibernation, darker, weather, wind</li> </ul> </li> <li>▪ I show an interest in linked: □ texts across themes, fiction and non-fiction □ sources of technological information</li> </ul> | <ul style="list-style-type: none"> <li>▪ I can explore the natural world around me</li> <li>▪ I can describe what I see, hear and feel whilst outside</li> <li>▪ I understand the effect of changing seasons on the natural world around them</li> </ul> | <ul style="list-style-type: none"> <li>▪ I can explore the natural world around me, making observations and drawing pictures of animals and plants</li> <li>▪ I know some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class</li> <li>▪ I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</li> </ul> |