


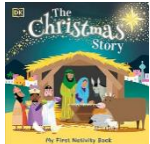

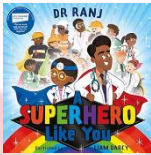



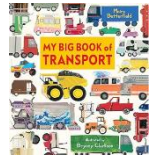
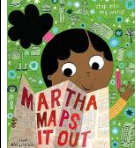
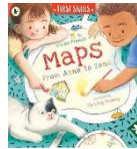



Reception Long Term Plan

	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Theme and focus texts	Nursery rhymes  	Let's Celebrate!  	People who help us  	Spring  	Once upon a time  	Around the world  
Focus topics <i>These topics may be adapted to allow for children's interests</i>	Nursery rhymes Signs of autumn Harvest	Bonfire and fireworks Remembrance Diwali Black History Month – look at key people from history Christmas/nativity	At home At school In an emergency In the community Becoming a helper Include some key people from the past who help us e.g. Florence	Signs of spring Spring weather and WBD Growing and caring New life and Easter	Traditional tales – include tales from around the world Transport – focus on past and present	My local area (maps) Countryside vs city (geographical features) What is life like in another country? Refer to transport through these topics and how it differs.
Key events	Transition Meet Y6 buddies Autumn Harvest Michael Rosen Day	Anti-bullying week Nativity Book advent Christmas lunch	World Book Day Winter RSPB Bird watching Pancake day	Spring Mother's Day Easter assembly Eid	Share stories with Class 2 Storyteller visitor	Father's Day Summer Marwell zoo trip Sports day Watch KS2 sports day Transition to Y1
Wow moments	Making pumpkin soup Signs of autumn (church yard walk) Harvest assembly	Nativity performance Pantomime trip Christmas baking – gingerbread men	Visits from people who help us – doctor and tractor When I grow up 'dress up day' Posting letters Signs of winter (churchyard walk)	Signs of spring (churchyard walk) Easter egg hunt Having frogspawn and caterpillars Planting seeds to take home Easter baking	Crime scene in classroom Making porridge	Map reading at Marwell – plan routes prior to trip Signs of summer (church yard walk)
Additional books	Little Goose's Autumn Owl babies Leaf Man Leaf thief Ava and the acorn After the storm	The best Diwali ever <i>Look for black representation and authors in books in classroom – Solve, Oonagh the little</i>	Zog and the flying doctors When you're fast asleep All through the night Jojo and GranGran go to the hairdressers I'm the train/bus driver	That's my flower Tiny seed Pip and Egg The curious garden The very hungry caterpillar The odd egg	Traditional tales: Little Red Riding Hood, Gingerbread man, 3 little pigs, Jack and the beanstalk, The 3 billy goats gruff, The enormous turnip	The sun thief A walk in London Look inside London Charlie & Lola: We must go to London completely. The big book of the UK

	Michael Rosen: Little Rabbit Foo Foo, Bear Hunt, Oh Dear, look what I've got	<i>mermaid, Billy and the monster, Ruby's worry</i> Plus all the Christmas/winter books from book advent.	The Jolly Postman Luna loves library day The snow thief One snowy night	The big book of blooms Tad	'Once upon a world' series for fairytales There is no big bad wolf in this book Little red reading hood You choose fairytales Mixed up fairytales Naughty bus Mr Gumpy's motorcar	Usborne big picture atlas <i>Other books will be based around the country the children choose.</i>
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Books to revisit over the year for seasons									
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CLP focus Aspirational outcomes		We lay the foundations for learning in Reception through our Curridige Learning Powers, which underpin and drive our curriculum. These key skills are embedded in all aspects of school life and are woven throughout both the EYFS and the wider school curriculum. Our flexible and aspirational curriculum is designed to develop children's skills and knowledge progressively over the year.
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Reading (phonics) & Writing	Twinkl phonics – level 1-2 Complete 7 aspects in level 1-2. Aim for fluency in aspect 7 1) General sound discrimination – environmental sounds 2) General sound discrimination – instrumental sounds 3) Body percussion 4) Rhythm & rhyme 5) Alliteration & linking sounds to letter shapes 6) Voice sounds 7) Oral blending and segmenting	Twinkl phonics – level 2 Recognise taught level 2 sounds Recognise taught level 2 tricky words Segment CVC words	Twinkl phonics - level 2/3 Recognise taught level 2 and 3 sounds Recognise taught level 2 and 3 tricky words Segment and blend CVC words Spell level 2 tricky words	Twinkl phonics – level 2/3 Recognise taught level 3 sounds Recognise taught level 3 tricky words Segment and blend longer words Recognise taught diagraphs Read phrases, captions and sentences Spell level 2 tricky words	Twinkl phonics Recognise taught level 3 sounds Read taught level 3 tricky words Segment and blend longer words Recognise taught diagraphs Read phrases, captions and sentences Spell level 2 tricky words	Twinkl phonics – level 4 Read CVCC Words Read CCVC Words Read adjacent consonants (anywhere in the word) Read polysyllabic words Read three-letter adjacent consonants Read level 4 tricky words Spell level 3 tricky words
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<p>Writing (Drawing club)</p> <p><i>*Refer to separate writing progression document for more detail</i></p>	<p>Drawing club <i>from week 4</i> Story book Traditional tale Animation from the past</p> <p>*Meaningful mark making</p>	<p>Drawing club</p> <p>Story book Traditional tale Animation from the past</p> <p>*Hearing and recording initial sounds</p>	<p>Drawing club</p> <p>Story book Traditional tale Animation from the past</p> <p>*Representing sounds in words- CVC focus</p>	<p>Drawing club</p> <p>Story book Traditional tale Animation from the past</p> <p>*Combining words to build short phrases and sentences</p>	<p>Drawing club</p> <p>Story book Traditional tale Animation from the past</p> <p>*Building independence in simple sentence writing</p>	<p>Drawing club</p> <p>Story book Traditional tale Animation from the past</p> <p>*Developing fluency, stamina, and sequence</p>
<p>Maths</p> <p>White Rose</p> <p><i>* From Autumn one, days of the week and months of the year will be covered during our daily calendar session</i></p>	<p>Block 1: Match, sort and compare</p> <p>Block 2: Talk about measure and patterns</p> <p>Days of the week Months of the year Counting songs Calendar</p>	<p>Block 3: It's me 1, 2, 3</p> <p>Block 4: Circles & triangles</p> <p>Block 5: 1, 2, 3, 4, 5</p> <p>Block 6: Shapes with 4 sides</p>	<p>Block 1: Alive in 5</p> <p>Block 2: Mass & capacity</p> <p>Block 3: Growing 6,7,8</p>	<p>Block 4: Length, height and time</p> <p>Block 5: Building 9 &10</p> <p>Block 6: Explore 3-d shapes</p>	<p>Block 1: To 20 & beyond</p> <p>Block 2: How many now</p> <p>Block 3: Manipulate, compose & decompose</p>	<p>Block 4: Sharing and grouping</p> <p>Block 5: Visualise & map</p> <p>Block 6: Make connections</p>
<p>Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, sharing circles, PSHE sessions, story sessions, singing, speech and language interventions, assemblies and weekly interventions.</p>						
<p>Communication and Language</p> <p><i>*runs throughout all elements of learning*</i></p>	<ul style="list-style-type: none"> • Listening and attention skills during story telling and carpet time • Rhyming activities (nursery rhymes) • Asking and answering 'what' questions • 1:1 discussion 	<ul style="list-style-type: none"> • Listening, attention and understanding skills • Retelling simple stories using props • Responding to two-step/multi-step instructions • Asking and answering 'who' questions' • Partner discussions 	<ul style="list-style-type: none"> • Discussing key events in a story • Retelling/role playing simple stories • Asking and answering 'when' questions • Small group discussions • Using present tense 	<ul style="list-style-type: none"> • Identifying main characters in a story • Discussing non-fiction texts through adult-led discussions • Asking and answering 'where' questions • Small group discussions • Using connectives to join ideas 	<ul style="list-style-type: none"> • Linking events in a story to own experiences • Retelling stories in own words • Discussing non-fiction texts • Asking and answering 'why' questions • Whole class discussions with focus • Using past tense 	<ul style="list-style-type: none"> • Sequencing stories/real life events in detail • Asking a range of different types of questions • Whole class discussions with increased focus and making contributions • Using future tense

Personal, Social & Emotional Development	Me and my relationships What makes me special People close to me Getting help	Valuing difference Similarities and difference Celebrating difference Showing kindness	Keeping myself safe Keeping my body safe Safe secrets and touches People who help to keep us safe Personal hygiene and being a safe pedestrian.	Rights and responsibilities Looking after things: friends, environment, money	Being my best Keeping by body healthy – food, exercise, sleep Growth Mindset	Growing and changing Cycles Life stages Girls and boys – similarities and difference
Physical Development <i>Fine motor is threaded throughout all areas of learning – also refer to our OAP progression of skills</i>	Gross motor - PE Athletics <i>Exploring movement</i> Fine Motor <ul style="list-style-type: none"> Dough Gym Shows a preference for a dominant hand Mark makes in palmer grip Form vertical, horizontal, straight and diagonal lines Threading, cutting Chopping with a knife 	Gross motor - PE Athletics <i>Exploring movement</i> Fine Motor <ul style="list-style-type: none"> Dough Gym Scissor skills Pencil grip Forming circles, swirls, waves, zigzags and loops Teach and model correct letter formation of level 2 sounds Doing up zips 	Gross motor - PE Ball skills <i>Throw, catch, kick</i> Fine Motor <ul style="list-style-type: none"> Dough Gym Starting to move towards a tripod grip Holds and uses a pencil confidently Using a knife and fork to cut Drawing recognisable pictures Teach and model correct letter formation of level 2 sounds Stacking and balancing 	Gross motor - PE Ball skills <i>Push, pat, roll</i> Fine Motor <ul style="list-style-type: none"> Dough Gym Weaving and wrapping Teach and model correct letter formation of level 3 sounds 	Gross motor - PE Athletics <i>Run, throw & jump</i> Fine Motor <ul style="list-style-type: none"> Dough Gym Holds pencil effectively- tripod grip Pattern making Using small tools Doing up buttons Teach and model correct letter formation of level 3 sounds 	Gross motor - PE Ball skills <i>Hit & strike</i> Fine Motor <ul style="list-style-type: none"> Sewing Doing up laces
Understanding of the World	Past and Present Through culture books: Who is in my family? From photos, naming who they can see and of what relation they are to them. Can talk about what they do with their family and places they have been with their family. Name and describe people who are familiar to them.	Past and Present Links to festivals: Bonfire night Diwali Christmas Can talk about what they have done with their families during Christmas' in the past.	Past and Present Roles of different jobs around us. What jobs do our family members do? Include some key people from the past who help us e.g. Florence	Past and Present Exploring Gardens. Are all gardens the same? Does everyone have a garden? Explore parks from the past.	Past and Present Compare transport now and then. How has transport changed over the years? Explore a range of photos of transport.	Past and Present Look back at their culture books. How have they changed to now?

	<p>People and Communities: Describing their environment around them.</p>	<p>People and Communities: Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Remembrance Sunday.</p>	<p>People and Communities: Exploring what makes a family. The varying members of a family unit. Lunar New Year – how is it celebrated? How is it different to New Year here? Celebrating our differences.</p>	<p>People and Communities: Significant cultural events: Pancake Day Easter Mother’s Day Eid</p>	<p>People and Communities: Does everyone tell the same traditional tales? Explore similarities and differences between this country and other countries through traditional tales and fairytales.</p>	<p>People and Communities: Explore maps of Marwell Zoo and maps of the local area. Describing their local habitat and a contrasting country. What are the similarities and differences?</p>
	<p>The Natural World: Seasons: autumn – differences and changes over time – weather, animals and plants. Autumn Watch Day</p>	<p>The Natural World: Exploring light and dark. How can we see in the dark? Nocturnal animals.</p>	<p>The Natural World: Seasons: winter - differences and changes over time – weather, animals and plants. Freezing and melting Bird watching walks</p>	<p>The Natural World: Seasons: spring - differences and changes over time – weather, animals and plants. Planting seeds and caring for plants. Observing and caring for frogspawn and caterpillars</p>	<p>The Natural World: Making observations and drawing pictures of animals and plants.</p>	<p>The Natural World: Reflect back on seasonal observations of trees and plants in the outdoor area. How have they changed throughout the year and across the seasons? Do you have a favourite season and why?</p>
Expressive Arts and Design	<p>Creating with Materials: Model how to use the creation station. Self-portraits Autumn wands/pictures. Pattern printing Primary colours exploring – mark making Chopping vegetables for soup Flange join</p>	<p>Creating with Materials: Linking colours to festivals. Colour mixing - Wassily Kandinsky? Firework pictures – chalks Christmas decorations. Christmas cards.</p>	<p>Creating with Materials: Winter pictures & scenes. Lunar New Year - lanterns Painting – ice cube painting Painting – colour mixing L-brace join Making collages Henri Matisse?</p>	<p>Creating with Materials: Spring collages Mixing water colour paints Mother’s Day cards Easter cards 3D collages Slot join Giuseppe Arcimboldo?</p>	<p>Creating with Materials: Story boxes Shape, assemble, join materials – making vehicles Tab join</p>	<p>Creating with Materials: Sewing to join Thick, thin and textures Bridget Riley? Sonia Delaunay?</p>
	<p>Being Imaginative and Expressive: Singing and learning nursery rhymes and some familiar songs. Harvest songs. Role-play – home corner.</p>	<p>Being Imaginative and Expressive: Singing and learning nursery rhymes and some familiar songs. Christmas and nativity songs.</p>	<p>Being Imaginative and Expressive: Singing and learning nursery rhymes and some familiar songs. Role-play – doctors, hairdressers, library,</p>	<p>Being Imaginative and Expressive: Singing and learning nursery rhymes and some familiar songs. Easter/spring songs. Role-play – home corner Small world – farm</p>	<p>Being Imaginative and Expressive: Singing and learning nursery rhymes and some familiar songs. Role-play – 3 bears cottage/Little Red Riding Hood cottage</p>	<p>Being Imaginative and Expressive: Singing and learning nursery rhymes and some familiar songs. Role play – transition and moving up to Class 2</p>

	Small world play – mini me’s and children’s homes	Small world – nativity scene Role-play – home corner (enhanced with Christmas)	Small world – mini me’s of children and adults in school		Small world – traditional tales peg people and transport	Small world – zoo
RE		Celebrating Birthdays (context of Jesus’ birthday)	Stories Jesus Told (context of Jesus’ life)	Celebrating New Life (context of celebrating Easter)	Water (context of ‘preciousness’)	Celebration (context of Jews celebrating Shabbat)
Assessment	National reception baseline assessment (RBA) Observations on tapestry Phonics tracker (sounds/blending) Parent’s evenings – sharing targets	Observations on tapestry Phonics tracker (sounds/blending) Data tracker inputted	Observations on tapestry Phonics tracker (sounds/blending)	Observations on tapestry Phonics tracker (sounds/blending) Data tracker updated Parents evenings – sharing targets	Observations on tapestry Phonics tracker (sounds/blending) Small schools network moderation GLD predictions	Observations on tapestry Phonics tracker (reception screening) Data tracker data finalised Pupil progress meetings GLD/end of year data submitted Transition meetings with Y1 teacher End of year reports to parents

