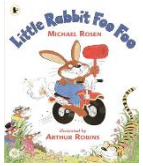
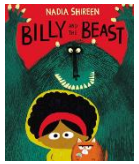
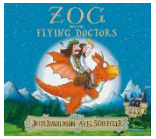
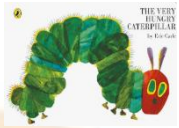
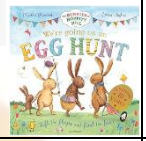
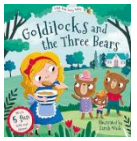
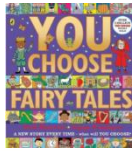
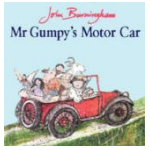
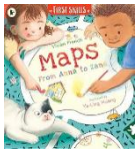
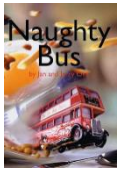
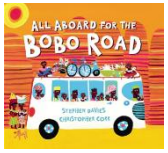
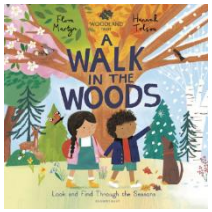
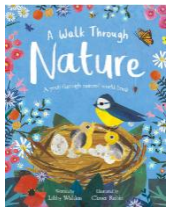
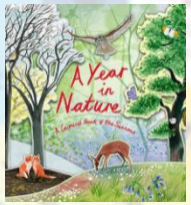
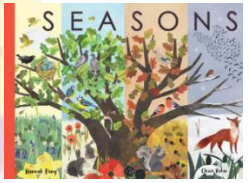
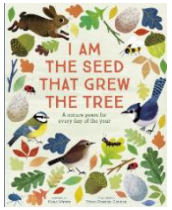
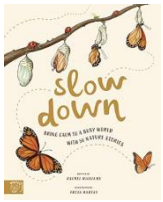
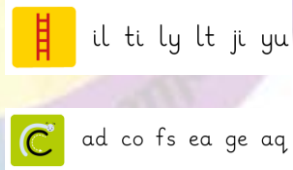
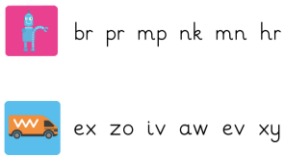
Reception Long Term Plan

	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**   
	Little Rabbit Foo Foo – Michael Rosen **Pumpkin Soup – Helen Cooper** **The Leaf Thief – Alice Hemming**	**Ten Little Pumpkins – Mike Brownlow** **Billy and the Beast – Nadia Shireen** **Ten Little Elves – Mike Brownlow** **Christmas book – rich vocab focus**	**A Superhero like you – Dr Ranj** **Zog and the Flying Doctors – Julia Donaldson** **The Snow Thief – Alice Hemming**	**Little Bear's Spring – Briony May Smith** **Tad – Benji Davies** **The Very Hungry Caterpillar – Eric Carle** **We're Going on an Egg Hunt – Laura Hughes**	**Goldilocks and the 3 Bears** **Little Red and the Very Hungry Lion – Alex T Smith** **You Choose Fairy Tales – Nic Sharratt** **Mr Gumpy's Motorcar – John Burningham**	**Maps from Anna to Zane – Vivian French** **Naughty Bus – Jan Oke** **All Aboard for the Bobo Road – Christopher Corr**
Focus topics *These topics may be adapted to allow for children's interests*	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 Michael Rosen: Little Rabbit Foo Foo, Bear Hunt, Oh Dear, look what I've got	The best Diwali ever *Look for black representation and authors in books in classroom – Sulve, Oonagh the little mermaid, Billy and the beast, Ruby's worry* Plus all the Christmas/winter books from book advent.	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 The Jolly Postman Luna loves library day The snow thief One snowy night	Busy Spring: Nature Wakes Up That's my flower! Tiny seed Pip and Egg The curious garden The very hungry caterpillar The odd egg The big book of blooms Tad Busy spring	Traditional tales: Little Red Riding Hood, 3 little pigs, Jack and the beanstalk, 'Once upon a world' series for fairy tales There is no big bad wolf in this book Little red reading hood Mixed up fairytales Naughty bus Mr Gumpy's motorcar	The sun thief Martha Maps it Out A walk in London Charlie & Lola: We completely must go to London. The big book of the UK Usborne big picture atlas *Other books will be based around the country the children choose.*
Books to revisit over the year for seasons	        						
CLP focus Aspirational outcomes		We lay the foundations for learning in Reception through our Curdridge 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.				
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	**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	**Twinkl phonics – level 2/3** Recognise taught level 3 sounds Recognise taught level 3 tricky words Segment and blend longer words	**Twinkl phonics** Recognise taught level 3 sounds Read taught level 3 tricky words Segment and blend longer words	**Twinkl phonics – level 4** Read CVCC Words Read CCVC Words Read adjacent consonants (anywhere in the word)

	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		Spell level 2 tricky words	Recognise taught diagraphs Read phrases, captions and sentences Spell level 2 tricky words	Recognise taught diagraphs Read phrases, captions and sentences Spell level 2 tricky words	Read polysyllabic words Read three-letter adjacent consonants Read level 4 tricky words Spell level 3 tricky words
Writing (Drawing club) **Refer to separate writing progression document for more detail*	**Focus on handwriting, name writing and meaningful mark making**	**Drawing club** Story book Traditional tale Animation from the past ***Hearing and recording initial sounds**	**Drawing club** Story book Traditional tale Animation from the past ***Representing sounds in words- CVC focus**	**Drawing club** Story book Traditional tale Animation from the past ***Combining words to build short phrases and sentences**	**Drawing club** Story book Traditional tale Animation from the past ***Building independence in simple sentence writing**	**Drawing club** Story book Traditional tale Animation from the past ***Developing fluency, stamina, and sequence**
Handwriting **Letter-join**	**Pre-writing patterns** Circle and spirals Lines and diagonals Jellies and zig-zags Loopies and waves	**Ladders and Caterpillars** 	**Robot and Zig-Zag** 	**Pairs of Ladder and Caterpillar Letters** 	**Pairs of Robot and Zig-Zag Letters** 	**Ladder, Caterpillar, Robot and Zig-Zag words** 
Maths **White Rose** ** From Autumn one, days of the week and months of the year will be covered during our daily calendar session*	**Block 1:** Match, sort and compare **Block 2:** Talk about measure and patterns Days of the week Months of the year Counting songs Calendar	**Block 3:** It's me 1, 2, 3 **Block 4:** Circles & triangles **Block 5:** 1, 2, 3, 4, 5 **Block 6:** Shapes with 4 sides	**Block 1:** Alive in 5 **Block 2:** Mass & capacity **Block 3:** Growing 6,7,8	**Block 4:** Length, height and time **Block 5:** Building 9 &10 **Block 6:** Explore 3-d shapes	**Block 1:** To 20 & beyond **Block 2:** How many now **Block 3:** Manipulate, compose & decompose	**Block 4:** Sharing and grouping **Block 5:** Visualise & map **Block 6:** Make connections

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.						
Communication and Language **runs throughout all elements of learning**	• Listening and attention skills during story telling and carpet time • Rhyming activities (nursery rhymes) • Asking and answering 'what' questions • 1:1 discussion	• Listening, attention and understanding skills • Retelling simple stories using props • Responding to two-step/multi-step instructions • Asking and answering 'who' questions' • Partner discussions	• Discussing key events in a story • Retelling/role playing simple stories • Asking and answering 'when' questions • Small group discussions • Using present tense	• 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	• 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	• 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 differences 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 *Fine motor is threaded throughout all areas of learning – also refer to our OAP progression of skills*	**Gross motor - PE** **Athletics** ***Exploring movement*** **Fine Motor** • Dough Gym • Shows a preference for a dominant hand • Mark makes in palmer grip • Forming pre-writing patterns • Threading, cutting • Chopping with a knife	**Gross motor - PE** **Athletics** ***Exploring movement*** **Fine Motor** • Dough Gym • Scissor skills • Pencil grip • Forming 'ladder' and 'caterpillar' letters • Using a knife and fork to cut • Doing up zips	**Gross motor - PE** **Ball skills** ***Throw, catch, kick*** **Fine Motor** • Dough Gym • Starting to move towards a tripod grip • Holds and uses a pencil confidently • Forming 'robot' and 'zig-zag' letters • Drawing recognisable pictures • Stacking and balancing	**Gross motor - PE** **Ball skills** ***Push, pat, roll*** **Fine Motor** • Dough Gym • Weaving and wrapping • Forming pairs of 'ladder' and 'caterpillar' letters • • Teach and model correct letter formation of level 3 sounds	**Gross motor - PE** **Athletics** ***Run, throw & jump*** **Fine Motor** • Dough Gym • Holds pencil effectively- tripod grip • Pattern making • Using small tools • Doing up buttons • Forming pairs of 'robot' and 'zig-zag' letters	**Gross motor - PE** **Ball skills** ***Hit & strike*** **Fine Motor** • Sewing • Doing up laces • Forming 'ladder', 'caterpillar', 'robot' and 'zig-zag' words

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?
	People and Communities: Describing their environment around them.	**People and Communities:** Links to festivals: Bonfire night Diwali Christmas Role play – Christmas home scene. Remembrance Sunday.	**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.	**People and Communities:** Significant cultural events: Pancake Day Easter Mother's Day Eid	**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.	**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?
	The Natural World: Seasons: autumn – differences and changes over time – weather, animals and plants. Autumn Watch Day	**The Natural World:** Exploring light and dark. How can we see in the dark? Nocturnal animals.	**The Natural World:** Seasons: winter - differences and changes over time – weather, animals and plants. Freezing and melting Bird watching walks	**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	**The Natural World:** Making observations and drawing pictures of animals and plants.	**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?
Expressive Arts and Design	**Creating with Materials:** Model how to use the creation station. Self-portraits Autumn wands/pictures. Pattern printing	**Creating with Materials:** Linking colours to festivals. Colour mixing - Wassily Kandinsky?	**Creating with Materials:** Winter pictures & scenes. Lunar New Year - lanterns Painting – ice	**Creating with Materials:** Spring collages Mixing water colour paints Mother's Day cards Easter cards	**Creating with Materials:** Story boxes Shape, assemble, join materials – making vehicles Tab join	**Creating with Materials:** Sewing to join Thick, thin and textures Bridget Riley? Sonia Delaunay?

	Primary colours exploring – mark making Chopping vegetables for soup Flange join	Firework pictures – chalks Christmas decorations. Christmas cards.	cube painting Painting – colour mixing L-brace join Making collages Henri Matisse?	3D collages Slot join Giuseppe Arcimboldo?		
	Being Imaginative and Expressive: Singing and learning nursery rhymes and some familiar songs. Harvest songs. Role-play – home corner. Small world play – mini me's and children's homes	**Being Imaginative and Expressive:** Singing and learning nursery rhymes and some familiar songs. Christmas and nativity songs. Small world – nativity scene Role-play – home corner (enhanced with Christmas)	**Being Imaginative and Expressive:** Singing and learning nursery rhymes and some familiar songs. Role-play – doctors, hairdressers, library, Small world – mini me's of children and adults in school	**Being Imaginative and Expressive:** Singing and learning nursery rhymes and some familiar songs. Easter/spring songs. Role-play – home corner Small world – farm	**Being Imaginative and Expressive:** Singing and learning nursery rhymes and some familiar songs. Role-play – 3 bears cottage/Little Red Riding Hood cottage Small world – traditional tales peg people and transport	**Being Imaginative and Expressive:** Singing and learning nursery rhymes and some familiar songs. Role play – transition and moving up to Class 2 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