



## Reception Long Term Plan

In Early Years we follow children’s interests and ideas. We endeavour to make learning active, hands on, memorable and fun. We explore seasonal changes and celebrations through stories, songs, exploration and real-life experiences. We use Talk 4 Writing as a tool to develop language, story structure, imagination and writing.

	Common threads	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	Topics are used as starting points and hooks for learning.	All about me	Light and dark	Journeys	Forest and jungles	Once upon a time	Growth and change
<b>Possible sub topics and key questions</b>		What is a family? Healthy me My family	Can you lose your shadow? Space Aliens	How does a boat float? Pirates Superheroes	What is a rainforest? On safari Dinosaurs Volcanoes	What is your magic power? Mythical creatures Kings, Queens and Knights Fantasy	How does your garden grow? Minibeasts Lifecycles
<b>Possible text</b>		The little red hen	Owl babies Stick man Whatever next	The Gingerbread man Duck in a truck	Monkey puzzle Rumble in the jungle The Gruffalo How to trap a tiger	Billy Goats Gruff The three little pigs Goldilocks and the three bears	Jack and the beanstalk What the ladybird heard The very hungry caterpillar
<b>Context</b>		This term we will be focussing on settling the children in to their new environment and supporting them to build friendships and their confidence. We	This term we will focus on developing children’s independence and self-confidence. We will celebrate a range of festivals-Diwali, Bonfire Night and Christmas to	We will use the story ‘The Gingerbread man’ to prompt ideas of different ways of travelling. We will use STEM as a prompt for problem-solving and	We will discuss places such as forests and jungles and their key features including whether. We will explore patterns in nature and in our	This term we will be developing out writing and independence in writing sentences. We will share ‘The Billy Goats Gruff’ and explore magical creatures. We	This term we will explore how humans, animals and plants change and grow over time, building on what we have learnt this year. We will learn about



		will provide children with opportunities to talk about themselves, their families and their experiences, things that are familiar to them. Through learning about different types of families and backgrounds. We will learn to be accepting of all and learn about how we are unique. We will explore the local environment and build a sense of community as a class and within the school.	help celebrate all our differences and reinforce sense of self and belonging in term 1. We will think about the relationship between light and dark and explore shadows and how they change. We will think about night time and learn about nocturnal animals and their habitats, we will also have a go at recreating Van Gogh's Starry Night painting.	developing lines of enquiry, predicting, testing, observing, planning and recording. We will discuss modes of transport including old, new, real and fictional. We will explore shape and materials while constructing our own vehicles. We will use a range of technology for different purposes, to communicate, record and research.	environment and think about how environments vary. We will learn about exotic animals and their habitats comparing to what we learnt in term 2. We will think about how animals move and explore this through dance. We will become explorers and research geographical and historical themes.	will develop our problem-solving skills as we explore materials to create bridges, testing and recording our creations building on prior knowledge in term 3. We will look at the animation artist Britany Lee using our imaginations to design a magical creature bringing them to life using technology.	what these things need to grow and will experiment with plants to explore how different conditions affect them. We will also look at similarities and differences between different plants and animals and how these features or habitats help them survive. We will be consolidating all styles of writing and preparing children for transition to year 1.
<b>Visits and visitors</b>			Owl visit Walk to post box		Jungle Jonathan	Library visit	Farm link
<b>Special celebrations</b>		Diwali Halloween	Christmas	Chinese new year	Easter Holi Mothers day	Ramadan Eid ul Fitr	Father's day
<b>Experiences</b>		Make bread Afternoon tea with parents	Nativity performance	Invention making	Forest school	Sports day	Planting and growing veg Caterpillars Teddy bears picnic with parents
<b>Golden 5</b>	The first 5 are a starting point. The	Write name Count to 20 Recognise numerals to 10	I can get dressed independently	Resolving conflict	Level 5 key words		



	rest of the golden 5's are in response to cohorts needs	I can do my zip up I come into class ready to learn					
<b>Jigsaw</b>		<i>Being me in my world</i>	<i>Celebrating difference</i>	<i>Dreams and Goals</i>	<i>Healthy me</i>	<i>Relationships</i>	<i>Changing me (which includes SRE)</i>
<b>PSED</b>	<b>All aspects of Personal, Social and Emotional development underpin our EYFS curriculum. Learning outcomes are ongoing across the year. Children are continuously monitored and any concerns are addressed.</b>						
	Making friends and building relationships Learning school/ class rules Trying new things	Conflict resolution Asking questions Taking turns Awareness of boundaries Talking about themselves positively	Sharing Explaining Sharing ideas Negotiating problems	Sharing Explaining Compromise Sensitivity to others Solving problems Working as a team	Resolutions Taking turns Boundaries Working together	Preparing for year one	
<b>CL</b>	<b>Communication and Language is ongoing and underpins all aspects of the EYFS curriculum. Learning Outcomes are an ongoing focus and linked to all aspects of learning. Children are continuously monitored and any concerns/gaps are addressed.</b>						
	Listen in small groups Listen with attention and recall Join in with repeated refrains and anticipate key events and phrases  Understands use of objects Can follow 1 step instructions  Ask why, who what, where, when question Can retell simple past event Uses talk in pretending that objects stand for something else in play	Listen with increased attention and recall  Can follow simple instructions Begin to understand how and why  Use complex sentences including 'because and' Use a range of tenses	Listens with attention begin to respond appropriately  Can follow 2 step instructions  Use some range of tenses some of which are accurate Retell simple past event in correct order	Maintains attention  Follow more complex instructions Can follow a story without props  Uses language to imagine and recreate roles and experiences in play situations.	Two-channelled attention  Can respond to how and why questions  Express themselves effectively sticking to main theme or intention	Children listen attentively in a range of situations They give their attention to what others say and respond appropriately  Children follow instructions involving several ideas or actions Answer 'how' and 'why' questions about stories or events  Can use past, present and future forms accurately Can express themselves effectively Can develop their own narratives	



<p>PD</p>	<p><b>Gross motor- Balance Agility Strength Fine motor</b></p> <p><b>Independence Looking after ourselves</b></p>	<p>Negotiating spatial awareness and travel with confidence Moves freely in a range of ways Can copy some letters from their name Holds pencil between thumb and two fingers, no longer using whole-hand grasp</p> <p>Observes the effects of activity on their bodies Understands that equipment and tools have to be used safely Managing own self-care Undressing and dressing for PE</p>	<p>Negotiating spatial awareness and travel with confidence Can write their name Uses one-handed tools and equipment Holds pencil near point between first two fingers and thumb and uses it with good control</p> <p>Can say when their body is cool, warm and hot and why Undressing and dressing for PE</p>	<p>Throwing and catching Co-ordination <b>Dance- Beginning to move rhythmically</b></p> <p>Can recognise what physical activity does to their heart rate.</p>	<p>Throwing and catching - Can catch a large ball</p> <p>Co-ordination Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</p> <p>Understand good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health</p>	<p>Running- Travels with confidence and skill around, under, over and through balancing and climbing equipment Throwing Jumping</p> <p>Can disguise healthy and unhealthy life style choices</p>	<p>Running- Travels with confidence and skill around, under, over and through balancing and climbing equipment Throwing Jumping</p> <p>Can talk about ways to keep healthy and safe</p> <p>Can dress and toilet independently</p>
<p>T4W text</p>		<p>The Little Red Hen</p>	<p>Owl Babies</p>	<p>The Gingerbread man</p>	<p>How to trap a tiger</p>	<p>The Three Billy Goats Gruff</p>	<p>Jack and the beanstalk</p>
<p>L Reading</p>	<p><b>Phonics knowledge</b></p> <p><b>Comprehension</b></p> <p><b>Reading strategy</b></p>	<p>Looks at books independently and handles with care</p> <p>Can recognise own name</p> <p>Joins in with repeated phases and rhymes</p> <p>Begin phase 2 phonics</p> <p>Can listen to story with attention and recall</p> <p>Suggests how a story might end</p> <p>Enjoys rhyming and rhythmic activities.</p> <p>Hear initial sounds</p> <p>Use reading strategy- eagle eye for pictures in stories for support</p>	<p>Can recognise rhyme</p> <p>Use phonic knowledge to begin to segment and blend simple words to read.</p> <p>Can recognise some phase 2 sounds and high frequency words</p> <p>Develop skills and vocabulary to talk about stories, characters and settings predict what might happen next.</p> <p>Use reading strategy repetition and initial sounds –stretchy snake</p>	<p>Can continue a rhyming string</p> <p>Use phonic knowledge to read simple captions.</p> <p>Can recognise some phase 2 and 3 sounds and high frequency words</p> <p>links sounds with letter name</p> <p>Use their knowledge of vocabulary and text to answer simple questions about the text.</p> <p>Can retell a story including key events.</p> <p>Reading strategy- chunky monkey and Skippy frog</p>	<p>Use phonics knowledge to read simple sentences</p> <p>Can recognise phase 2 and 3 sounds and high frequency words</p> <p>Answer questions about what they have read.</p> <p>Compare fiction and non-fiction texts</p> <p>Reading strategy- flip the dolphin</p>	<p>Read a range of text that is appropriate to their phonological level.</p> <p>Can read a range of high frequency words.</p> <p>Show an understanding of what they read by discussing with others and answering questions.</p> <p>Use a range of reading strategies</p>	<p>Can read simple sentences</p> <p>Use phonics knowledge to decode words.</p> <p>Show an understanding of what they have read through questions and retelling questions</p> <p>Use a range of reading strategies</p>



<p><b>Literacy Writing</b></p>		<p>Give meaning to the marks</p> <p>Begin to use some letters in writing</p> <p>Verbally identify initial sounds which they may begin to use in their writing</p> <p>Create labels and record for a purpose</p> <p>Begin name writing</p>	<p>Have a go at writing high frequency words</p> <p>Use phonic knowledge to write simple words</p> <p>Write initial sounds to match meanings of their marks</p> <p>Begin to write sounds in a correct sequence</p> <p>Can write their name</p> <p>Write labels and lists.</p>	<p>Use phonic knowledge to write simple sentences including finger spaces</p> <p>Write a range of high frequency words</p> <p>Write labels, lists, letter, simple captions and sentences.</p>	<p>Write a simple description of characters, items or environments.</p> <p>Write simple sentences and spell words phonetically correct and high frequency words.</p> <p>Write letters, lists, recipes, descriptions, sentences, captions and simple stories.</p>	<p>Write simple short stories and use key vocabulary.</p> <p>Understand key features of text.</p> <p>Write simple captions that can be read by themselves and others.</p> <p>Spell high frequency words correctly and other words phonetically correct.</p>	<p>Write sentences using full stops, capital letters and finger spaces.</p> <p>Use key features of text and write for different purposes – write simple stories, descriptions, letters, recipes, lists etc.</p>
<p><b>Maths number</b></p>	<p><b>Counting</b></p> <p><b>Number recognition / value</b></p> <p><b>Representing number</b></p> <p><b>Addition and subtraction</b></p> <p><b>Problem solving</b></p>	<p>Recite numbers to 10 by rote. Understanding the purpose of counting to identify how many in a group.</p> <p>1-1 correspondence when counting 0-5.</p> <p>Can recognise numbers 0-5. Can match numeral and quantity 0-5.</p> <p>Separates a group of up to 5 objects in different ways, beginning to recognise that the total is still the same</p> <p>Use number language spontaneously and accurately in their play. Showing an interest in numerals in play.</p> <p>Recognise some numerals of personal significance.</p>	<p>Recite numbers to 20 by rote. 1-1 correspondence when counting 0-10 (moving objects)</p> <p>Can recognise numbers 0-10. Can match numeral and quantity to 0-10. Use language 'more', 'less' and 'fewer' comparing 2 groups through reasoning</p> <p>Represent numbers 0-10 on fingers or with resources.</p> <p>Can add 2 groups together by counting all. Able to find 1 more than numbers 0-5.</p>	<p>Recite numbers to 20 by rote forwards and backwards. 1-1 correspondence with objects that cannot be moved up to 20.</p> <p>Can recognise numbers 0-15. Can match quantity 0-15</p> <p>Can represent mathematical thinking through beginning to write numbers.</p> <p>Able to find 1 more than and 1 less than numbers to 10. Understand different vocabulary used for addition and subtraction through 1 more and 1 less.</p>	<p>Recite numbers to 40 by rote forwards and backwards. 1-1 correspondence counting irregular arrangements up to 10 or more objects.</p> <p>Can recognise numbers 0-20. Can match quantity 0-20.</p> <p>Write numbers 0-10.</p> <p>Able to find 1 more than and 1 less than 0-20. Can add 2 and subtract 2 single digit numbers.</p> <p>Link addition to concept of doubling. Link subtraction to concept of halving from doubling</p>	<p>Recite numbers to 50 by rote forwards and backwards. Able to count on or backwards from any given number 0-20.</p> <p>Estimate how many objects they can see and check by counting. Can recognise numbers 0-20 and understand their values of which is higher/lower.</p> <p>Write numbers 10-20.</p> <p>Recap addition and subtraction of single digit numbers, halving and doubling.</p> <p>Share different groups of objects 0-20. Develop ability to reason answer.</p>	<p>Can at least Recite numbers to 50 or higher by rote forwards and backwards.</p> <p>Can recognise numbers to 20 or higher and order them.</p> <p>Can at least write numbers 0-20 and represent on fingers and resources and beginning to write numbers beyond 20. Able to find 1 more than and 1 less than any given number 0-20. Add and subtract 2 single digit numbers by counting on forwards and backwards.</p> <p>Able to reason and problem solve mathematical concepts of doubling, halving and sharing using resources.</p>



<p>Maths SSM</p>	<p><b>Positional language</b></p> <p><b>Shape language and properties</b></p> <p><b>Money</b></p> <p><b>Time</b></p> <p><b>Measuring including size, weight and capacity</b></p> <p><b>Patterns</b></p>	<p>Understands positional language</p> <p>Can talk about the shapes of everyday objects, e.g. 'round' and 'tall'</p> <p>Begin to name 2D shapes</p> <p>Shows interest in shape in construction activities</p>	<p>Can use simple positional language</p> <p>Can name some 2D shapes Can describe 2D using mathematical language for properties</p> <p>Can use money language spontaneously in play</p> <p>Can use time language spontaneously in play</p> <p>Can order 2 objects by length or height</p> <p>Can understand weight language</p> <p>Recognise and recreate patterns</p>	<p>Understand and use more complex positional language <b>Can name some 3D shapes</b> Can describe 3D shapes using mathematical language for properties</p> <p>Understand order and sequences of time</p> <p>Can order 3 objects by length or height</p> <p>Can order 2 objects by weight</p> <p>Describe and continue a pattern</p>	<p>Can describe their relative position</p> <p>Can compare 2D and 3D shapes using accurate name and properties</p> <p>Can use time language accurately in play Measure short periods of time</p> <p>Can order 3 or more objects by length or height</p> <p>Understand language around capacity</p> <p>Describe and create a pattern</p>	<p>Can identify a shape from its properties</p> <p>Can order and sequence familiar events</p> <p>Order 2 objects by capacity</p>	<p>Use correct mathematical language including name and properties for 2D and 3D shapes</p> <p>Use everyday language to talk about <b>size, weight, capacity, position, distance, time</b> and <b>money</b> to compare quantities and objects and to solve problems.</p> <p>They recognise, create and describe patterns</p>
<p>UtW</p>	<p><b>Geography</b></p> <p>-</p> <p><b>Weather</b></p> <p><b>Environments</b></p>	<p><u><b>The local area</b></u></p> <p>Can talk about the features of their own immediate environment</p> <p>Can talk about how environments might vary from one another within our local area</p> <p><i>What is around us? What is the weather like? What types of houses are there? Where do they live? How do they get to school?</i></p>	<p><u><b>The forest/ woodlands</b></u></p> <p>Can talk about features of the forest/ woodland area.</p> <p>Compare woodlands to where we live</p> <p>Can talk about woodland animals</p> <p><i>What is there? What lives/ grows there? What is the weather like? Is it the same/ different to where we live and how?</i></p>	<p><u><b>Different areas: cities, seaside, countryside</b></u></p> <p>Recognise key features other environments</p> <p>Compare similarities and differences in relation to where we live and a range of environments</p> <p><i>What key features are in that environment? Who lives there? What is the weather like? How is it the same/different to where we live?</i></p>	<p><u><b>Jungle</b></u></p> <p>Can talk about exotic animals</p> <p>Compare weather from a jungle to where we live</p> <p>Can compare features of a jungle environment to local</p> <p>Can talk about ways to look after the jungle</p> <p><i>What animals lives there? What does it look like? What is the weather like? How is it the</i></p>	<p><u><b>Weather</b></u></p> <p>Observe changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons.</p> <p>Compare weather from different places.</p> <p>Can create maps of our imaginary places in stories linked to topic</p> <p><i>How do we know? What are the features? Who lives there? What does it look like? What is</i></p>	<p>Understand we live in a world with different environments</p> <p>Can compare 2 different environments explaining similarities and differences</p> <p>Map skills within our local area.</p> <p>Use prior knowledge to disguise city, seaside, forest, dessert, jungle ect?</p> <p>Can talk about ways to look after the environment</p>

					<i>same/ different to other places?</i>	<i>the weather like? What animals would live there?</i>	
<p><b>History-</b> Significant historical events will thread through the curriculum at appropriate times in the year</p> <p><b>Past</b></p> <p><b>Present</b></p> <p><b>Future</b></p>	<p><u><b>My family</b></u> Talk about past and present events in their own lives and the lives of family members</p> <p>Can talk about who is in our families and how families can be different.</p> <p>Can share experiences from special family times such as birthdays, weddings etc.</p> <p>Understand how we are all different and what makes us unique to develop our sense of self.</p>	<p><u><b>My family and special times</b></u> Can talk about past special family events e.g: Halloween and Christmas</p> <p>Use time language to understand present, past and future events</p>	<p><u><b>Journey's</b></u> Share and reflect on our own special times and places we have been.</p> <p>Identify and talk about old and new transport and how transport has changed over time.</p> <p>Study the famous current inventor Steve jobs and understand what an inventor does. Chn will then become inventors make own transport</p>	<p><u><b>Family traditions</b></u> Compare and contrast 2 family traditions holi festival and Easter</p> <p>Talk about past and present family celebrations together</p> <p>Learn about the history behind Easter and holi festival</p>	<p><u><b>Kings and queens</b></u> Through fiction and nonfiction stories we will learn about famous historical figures such as knights, queens and kings and other famous figures.</p> <p>Compare how kings and queens' lives are different to ours in past and present context</p>	<p><u><b>Timelines</b></u> Recognise and identify times in their own and others' lives</p> <p>Sequence past and present special events</p> <p>Can talk about similarities and differences between them and other individuals or families</p> <p>Use time language correctly</p> <p>Can sequence their day</p>	
<p><b>Science-</b></p> <p><b>Biological</b></p> <p><b>Physical</b></p>	<p><u><b>Human body and sense</b></u> Identify and name, the basic parts of the human body</p> <p>Identify which part of body is associated with which sense</p> <p>Talk about how senses help us</p> <p>Experiment with different sense though sensory boxes, tasting, listening walks and games.</p>	<p><u><b>Shadows</b></u> Understand how shadows are formed and explore how shadows change.</p> <p>Understand different sources of light and how they can be used.</p> <p>As we explore night and day we will also learn about nocturnal animals, their features and their habitats</p> <p>We will use our knowledge of sense to find out how these are affected by light and dark.</p>	<p><u><b>Sinking and floating</b></u> Explore and predict how different items sink and float and why this may be</p> <p><u><b>Forces</b></u> Explore how things move on different surfaces</p> <p>Use language for force</p> <p><u><b>Materials</b></u> Begin to understand properties and name some materials through experiments</p>	<p><u><b>Animals</b></u> Identify and name a variety of animals</p> <p><u><b>Habitats</b></u> Understand different animals live in different habitats and how their habitat helps them survive</p> <p>Compare habitats of animals in local area and jungles</p>	<p><u><b>Materials</b></u> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Make choices linked to their properties – which is the best material for teddies rain coat?</p>	<p><u><b>Life cycles</b></u> Understand how humans, plants and animals change as they grow</p> <p>Sequence life cycles of humans, animals and plants</p> <p>We will observe caterpillars and chicks as they grow and explain how they change over time and why.</p> <p><u><b>Plants</b></u> identify and describe the basic structure of flowers</p> <p>Can explain what plants need to grow</p>	
<p><b>RE</b></p> <p><b>Religious celebrations</b></p>	<p><b>Judaism (Rosh Hashanah + Yom Kippur)</b> Beliefs, celebrations and food</p>	<p><b>Hinduism (Diwali – Sikh too)</b> Icons, celebrations and food</p>	<p><b>Buddhism</b> Stories, celebrations and food</p> <p>(Chinese New Year</p>	<p><b>Christianity (Easter)</b> Beliefs, celebrations and food</p> <p>(Holi)</p>	<p><b>Islam (Ramadan + Eid al Fitr)</b> Celebrations, festivals and food</p>	<p><b>Sikhism</b> Celebrations, festivals and food</p>	







		<p>family portraits through different medias.</p> <p>Children will have access to materials and different media which they can use in role play to represent their own ideas. Adults will support development of language through role play linked to home and their own experiences.</p>	<p>Children will be encouraged to explore and represent their own ideas and to build on their own experiences and vocabulary through role play.</p>	<p>We will explore movement in response to music and create dances – exploring Chinese dragon dance.</p>	<p>We will continue to build on children's experiences through role play and provide opportunities for children to represent their own ideas and explore concepts and feelings through role play.</p>	<p>We will use role play to act out our own and others stories, using music and materials to support and represent our ideas. We will explore music from different times and places as well as instruments.</p>	<p>will be confident in exploring and representing their own experiences and ideas.</p>
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