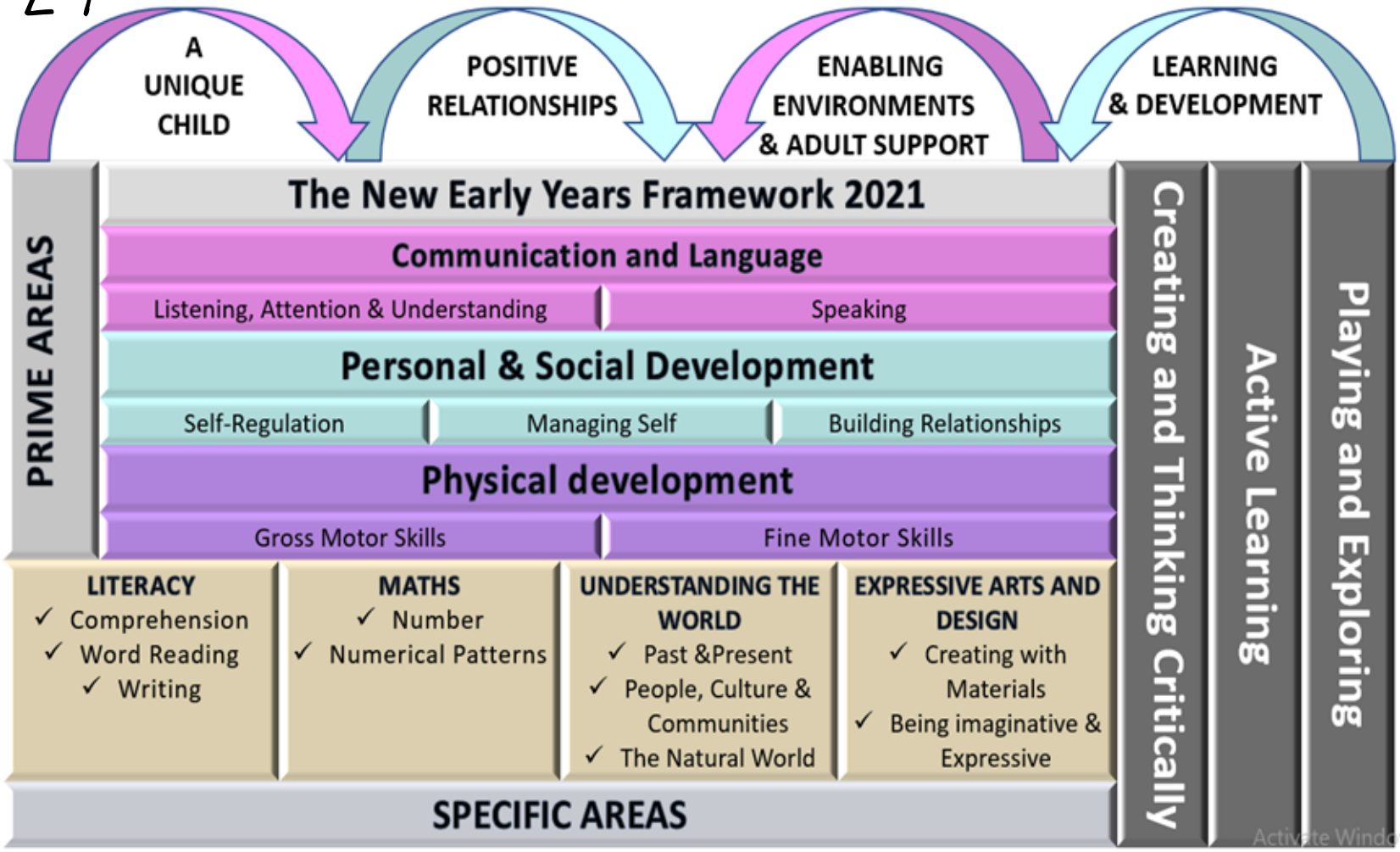
# Reception Long Term Plan 26-27

"Our job is to support children's play, allowing them to be the agents of their own discovery of the world." *Lorna Howard, Hopton C.E. Primary Academy Reception Teacher*

"We hope the new outdoor area will lead to a positive impact on wellbeing and development. The benefits of outdoor learning are almost endless – it can do wonders for social and physical development alike, and in turn, boosts vital cognitive skills." *Miss Egleton, Hopton C.E. Primary Academy Head teacher.*



# Reception Long Term Plan 26-27

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| General Themes<br>NB: *These themes may be adapted at various points to allow for children's interests to flow through the provision*<br>*Well-being & Behaviour for Learning* | **All About me!**<br>Starting school / my new class / New Beginnings<br>Superheroes<br>People who help us / Careers<br>Staying healthy / Food / Human body<br>How have I changed?<br>My family / PSED focus<br>What am I good at?<br>How do I make others feel?<br>Being kind / staying safe | **Terrific Tales!**<br>Traditional Tales<br>Little Red Hen - Harvest<br>Old favourites<br>Familiar tales<br>Library visits<br>Gingerbread Man<br>Cinderella<br>The Nativity<br>At the Panto<br>Christmas Lists<br>Letters to Father Christmas | **Amazing Animals!**<br>Life cycles<br>Safari<br>Animals around the world<br>Climates / Hibernation<br>Down on the Farm<br>Min Beasts<br>Animal Arts and crafts<br>Night and day animals<br>Animal patterns<br>David Attenborough<br>Happy Habitats | **Come Outside!**<br>Plants & Flowers<br>Weather / seasons<br>Does the moon shine?<br>The great outdoors<br>Forest School<br>Planting seeds<br>Make a sculpture: Andy Goldsworthy<br>Reduce, Reuse & Recycle<br>Fun Science / Materials | **Ticket to ride!**<br>Around the Town<br>How do I get there?<br>Where in the world have you been?<br>Where do we live in the UK / world?<br>Fly me to the moon!<br>Vehicles past and Present<br>Design your own transport!<br>Who was Neil Armstrong? | **Fun at the Seaside!**<br>Under the sea<br>Off on holiday / clothes<br>Where in the world shall we go?<br>Send me a postcard!<br>Marine life<br>Fossils – Mary Anning<br>Seasides in the past<br>Compare: Now and then!<br>Seaside art |
| Possible Texts and 'Old Favourites' | Owl Babies<br>Once there were Giants<br>Stick Man<br>The Smartest Giant<br>The Colour Monster<br>The Rainbow Fish<br>Funny Bones<br>The Big Book of Families<br>Pete the Cat | The Jolly Postman<br>Goldilocks<br>Farmer Duck<br>Hansel & Gretal<br>The Ugly Duckling<br>Christmas Story / Nativity<br>Rama and Sita | The Emperors Egg<br>The Very Hungry Caterpillar<br>Aghh Spider!<br>Tige who came to tea<br>Diary of a wombat<br>Elephant and the Bad Baby<br>Pig in the Pond | The Tiny Seed<br>Oliver's Vegetables<br>Jack and the Beanstalk<br>One Plastic Bag<br>Jasper's Beanstalk<br>Tree, Seasons come and seasons go<br>A stroll through the seasons | The Snail and the Whale<br>The Way back Home<br>The Naughty Bus<br>Mr. Gumpy's Outing<br>The Train Ride<br>Bob, The Man on the Moon<br>Beegu<br>Oi! Get off my train! | Lighthouse Keeper's Lunch<br>Under the Sea Non – Fiction<br>P is for Passport<br>The Journey<br>Zoom<br>Passport to Paris<br>World Atlases<br>Tiddler |
| 'Wow' moments / Enrichment Weeks | Autumn Trail<br>Nurse / Firefighter visit<br>Harvest Time<br>Birthdays<br>Favourite Songs<br>Talent show<br>Halloween<br>What do I want to be when I grow up?<br>Black History Month | Guy Fawkes / Bonfire Night<br>Christmas Time / Nativity<br>Diwali<br>Hannukah<br>Remembrance day<br>Road Safety<br>World Space Week<br>Children in Need<br>Anti- Bullying Week<br>Remembrance Day<br>Theatre trip | Zoo visit<br>Chinese New Year<br>LENT<br>Story Telling Week<br>Random Acts of Kindness Week<br>Valentine's Day<br>Internet Safety Day<br>Animal Art week<br>Let's go on Safari - An animal a day! | Walk to the park / Picnic<br>Planting seeds<br>Easter time<br>Weather experiments<br>Weather Forecast videos<br>Nature Scavenger Hunt<br>Vincent Van Gogh Study<br>Mother's Day<br>Science Week<br>Easter Egg Hunt | Post a letter<br>Food tasting – different cultures<br>Map work - Find the Treasure<br>Start of Ramadan<br>Eid<br>D-Day<br>Let's fly - Role play and Green Screen | Visit to the beach<br>Under the Sea – singing songs and sea shanties<br>Fossil hunting<br>Father's Day<br>Heathy Eating Week<br>World Environment Day<br>Anniversary of the NHS<br>Pirate Day<br>Ice – Cream at the park |

# Reception Long Term Plan 26-27

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| General Themes | All About me! | Terrific Tales! | Amazing Animals! | Come Outside! | Ticket to Ride! | Fun at the seaside! |
| **Our Values**<br>Assemblies / Sharing Circles<br>These will mirror the principles and values of our school & The Hopton Way.<br>We will 'dip in and out of each area' each term as and when we need to. | **#CARE**<br>**Compassion**<br>**Aspirations**<br>**Respect**<br>**Equity/Equality**<br>. | **Mutual Respect** | **Perservence**<br>. | Trust | **Forgiveness** | **Courage** |
| Assessment opportunities | Analyse Nursery Assessments<br>In-house - Baseline data on entry<br>National Baseline data by end of term<br>Phonic Intervention groups | On going assessments<br>Baseline analysis<br>Pupil progress meetings<br>Parents evening info<br>EYFS team meetings<br>In house moderation<br>Midterm Assessments | GLD Projections for EOY<br>Cluster moderation<br>Trust moderation<br>EYFS team meetings<br>Internal moderations | Pupil progress meetings<br>Parents evening info<br>EYFS team meetings | Cluster moderation<br>Trust moderation<br>EYFS team meetings | Pupil progress meetings<br>Parents evening info<br>EYFS team meetings<br>EOY data |
| Parental Involvement | Staggered Start<br>Home visits / Parents Evening<br>Harvest Assembly<br>Home / School Agreement<br>Proud Clouds<br>Phonics workshop<br>Superstar Assembly | Proud Clouds<br>Nativity<br>Maths workshop<br>Parents Evening<br>Learning cafe | Proud Clouds<br>Writing workshop<br>Share a story<br>Learning café<br>Look at me! Talent show! | Proud Clouds<br>Parents Evening<br>Art workshop / Gallery<br>Share a story<br>Learning cafe | Proud Clouds<br>Share a story<br>Learning café<br>how far we have come! | Proud Clouds<br>Share a story<br>Parents Evening<br>End of year assembly |

*We recognise that all children are unique and special.*

# Reception Long Term Plan 26-27

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| General Themes | All About me! | Terrific Tales! | Amazing Animals! | Come Outside! | Ticket to Ride! | Fun at the seaside! |
| **Communication and Language**<br>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting. | The development of children's spoken language underpins all seven areas of learning and development. Children's **back-and-forth interactions** from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By commenting on what children are interested in or doing, and echoing back what they say with **new vocabulary added**, practitioners will build children's language effectively**. Reading frequently to children**, and **engaging them actively in stories**, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and **embed new words in a range of contexts,** will give children the opportunity to thrive. Through **conversation, story-telling and role play**, where children **share their ideas** with support and **modelling** from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a **rich range of vocabulary** and **language structures.** | | | | | |
| Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.<br><br>**Daily story time** | **Welcome to EYFS**<br>Settling in activities<br>Making friends<br>Children talking about experiences that are familiar to them<br>What are your passions / goals / dreams?<br>This is me!<br>Rhyming and alliteration<br>Familiar Print<br>Sharing facts about me!<br>Mood Monsters Shared stories<br>All about me!<br>Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" | **Tell me a story!**<br>Settling in activities<br>Develop vocabulary<br>Discovering Passions<br>Tell me a story - retelling stories<br>Story language<br>Word hunts<br>Listening and responding to stories<br>Following instructions<br>Takes part in discussion<br>Understand how to listen carefully and why listening is important.<br>Use new vocabulary through the day.<br>Choose books that will develop their vocabulary. | **Tell me why!**<br>Using language well<br>Ask's how and why questions…<br>Discovering Passions<br>Retell a story with story language<br>Story invention – talk it!<br>Ask questions to find out more and to check they understand what has been said to them.<br>Describe events in some detail.<br>Listen to and talk about stories to build familiarity and understanding.<br>Learn rhymes, poems and songs. | **Talk it through!**<br>Settling in activities<br>Describe events in detail – time connectives<br>Discovering Passions<br>Understand how to listen carefully and why listening is important.<br>Use picture cue cards to talk about an object: "What colour is it? Where would you find it?<br>Sustained focus when listening to a story | **What happened?**<br>Settling in activities<br>Discovering Passions<br>Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives | **Time to share!**<br>Show and tell<br>Weekend news<br>Discovering Passions<br>Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons. |

*We understand that children will make progress at different times. There is no right time… they will progress when they are ready.*

# Reception Long Term Plan 26-27

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| General Themes | All About me! | Terrific Tales! | Amazing Animals! | Come Outside! | Ticket to Ride! | Fun at the seaside! |
| Personal, Social and Emotional Development | Children's personal, social and emotional development (PSED) is **crucial for children to lead healthy and happy lives**, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that **shape their social world**. Strong, warm and supportive relationships with adults enable children to learn how to **understand their own feelings and those of others**. Children should be supported to **manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist** and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn **how to look after their bodies, including healthy eating**, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which **children can achieve at school and in later life.** | | | | | |
| Managing Self<br><br>Self - Regulation | Relationships/ Healthy Relationships<br>See themselves as a valuable individual.<br>Being me in my world<br>Class Rule Rules and Routines<br>Supporting children to build relationships<br>Dreams and Goals | Health & Wellbeing/Healthy lifestyle<br>How to deal with anger<br>Emotions<br>Self - Confidence<br>Build constructive and respectful relationships.<br>Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. | Health & Wellbeing/Growing Changing<br>Learning about qualities and differences<br>Celebrating differences<br>Identify and moderate their own feelings socially and emotionally.<br>Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios | Living in the wider world/Aspirations for the future<br>What makes a good friend?<br>Healthy me<br>Random acts of Kindness<br>Looking after pets<br>Looking After our Planet<br>Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on | Relationships/Valuing differences<br>Looking after others<br>Friendships<br>Dreams and Goals<br>Show resilience and perseverance in the face of challenge.<br>Discuss why we take turns, wait politely, tidy up after ourselves and so on. | Living in the wider world/Rights and Responsibilities<br>Taking part in sports day - Winning and loosing<br>Changing me<br>Look how far I've come!<br>Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. |
| Link to Behaviour for Learning | Show an understanding of their own feelings and those of others, and begin to **regulate their behaviour accordingly**. Set and work towards simple goals, being able to wait for what they want and **control their immediate impulses when appropriate**. 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.<br>✓ **Controlling own feelings and behaviours**<br>✓ **Applying personalised strategies to return to a state of calm**<br>✓ **Being able to curb impulsive behaviours**<br>✓ **Being able to concentrate on a task**<br>✓ **Being able to ignore distractions**<br>✓ **Behaving in ways that are pro-social**<br>✓ **Planning**<br>✓ **Thinking before acting**<br>✓ **Delaying gratification**<br>✓ **Persisting in the face of difficulty.** | | | *"Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done." Education Endowment Foundation.*<br><br>*We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.* | | |

# Reception Long Term Plan 26-27

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| General Themes | All About me! | Terrific Tales! | Amazing Animals! | Come Outside! | Ticket to Ride! | Fun at the seaside! |
| Physical development | Physical activity is **vital** in children's all-round development, enabling them to **pursue happy, healthy and active lives**. Gross and fine motor experiences develop incrementally throughout early childhood, starting with **sensory explorations** and the development of a **child's strength, co-ordination and positional awareness** through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their **core strength, stability, balance, spatial awareness**, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. **Fine motor control and precision helps with hand-eye co-ordination**, which is later linked to **early literacy**. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop **proficiency, control and confidence.** | | | | | |
| Fine Motor<br>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed. | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Manipulate objects with good fine motor skills<br>Draw lines and circles using gross motor movements<br>Hold pencil/paint brush beyond whole hand grasp<br>Pencil Grip | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand<br>Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Begin to form letters correctly<br>Handle tools, objects, construction and malleable materials with increasing control<br>Encourage children to draw freely.<br>Holding Small Items /<br>Button Clothing /<br>Cutting with Scissors | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed<br>More Ideas here:<br>https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/ | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Develop pencil grip and letter formation continually<br>Use one hand consistently for fine motor tasks<br>Cut along a straight line with scissors /<br>Start to cut along a curved line, like a circle / Draw a cross | Threading, cutting, weaving, playdough, Fine Motor activities.<br>Form letters correctly<br>Copy a square<br>Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture<br>Start to draw pictures that are recognisable /<br>Build things with smaller linking blocks, such as Duplo or Lego |
| Daily opportunities for Fine Motor Activities<br>Gross Motor | Cooperation games i.e. parachute games.<br>Climbing – outdoor equipment<br>Different ways of moving to be explored with children<br>Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting. | Ball skills- throwing and catching.<br>Crates play- climbing. Skipping ropes in outside area<br>dance related activities<br>Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.<br>Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options | Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking<br>Ensure that spaces are accessible to children with varying confidence levels, skills and needs.<br>Provide a wide range of activities to support a broad range of abilities.<br>Dance / moving to music<br>Gymnastics ./ Balance | Balance- children moving with confidence<br>dance related activities<br>Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.<br>Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle. | Obstacle activities<br>children moving over, under, through and around equipment<br>Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.<br>Dance / moving to music | Races / team games involving gross motor movements<br>dance related activities<br>Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.<br>Gymnastics ./ Balance |
| Weekly Yoga Lesson | From Development Matters 20':<br>Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing<br>Progress towards a more fluent style of moving, with developing control and grace.<br>Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.<br>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools:pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.<br>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.<br>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.<br>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | | | | | |

*All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.*

# Reception Long Term Plan 26-27

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| General Themes | All About me! | Terrific Tales! | Amazing Animals! | Come Outside! | Ticket to Ride! | Fun at the seaside! |
| **Literacy** | It is crucial for children to develop **a life-long love of reading**. Reading consists of two dimensions: **language comprehension and word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and **enjoy rhymes, poems and songs together**. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (**decoding)** and the **speedy recognition of familiar printed words.** Writing involves **transcription** (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing) | | | | | |
| **Comprehension - Developing a passion for reading**<br>Children will visit the library weekly | Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary. | Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.<br>Sequence story – use vocabulary of beginning, middle and end.<br>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.<br>Enjoys an increasing range of books | Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making for LAs.<br><br>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read | Information leaflets about animals in the garden/plants and growing.<br><br>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day<br><br>Timeline of how plants grow.<br><br>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.<br><br>They develop their own narratives and explanations by connecting ideas or events | Stories from other cultures and traditions<br><br>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words.<br><br>Parents reading stories<br><br>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.<br><br>Role play area – book characters Pajamarama Day | Can draw pictures of characters/ event / setting in a story<br><br>Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.<br><br>Make predictions<br><br>Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.<br><br>Sort books into categories. |
| **Word Reading**<br>Children will be working in homogeneous groups. Lowest 20% will have additional 121 | **Phonic Sounds:** RWI - Set 1 single letter sounds and word time 1.1 – 1.3<br>**Reading:** Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.<br>Help children to read the sounds speedily. This will make sound-blending easier<br>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge | **Phonic Sounds:** RWI - Teach single letter gaps Word time 1.1 – 1.5<br><br>**Reading:** Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.<br><br>Show children how to touch each finger as they say each sound. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell. | **Phonic Sounds:** RWI - Set 1 special friends Review word time 1.1 – 1.4 Teach 1.5 – 1.6 Ditty copy masters 1-10 Sound blending books 6-10<br><br>**Reading:** Rhyming strings, common theme in traditional tales, identifying characters and settings.<br><br>'. | **Phonic Sounds:** RWI - Review set 1 sounds Review word time 1.1-1.5 Teach word time 1.6 -1.7 Read red books Speedy green words Ditty copy masters 11 – 20<br><br>**Reading:** Story structure-beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. | **Phonic Sounds:** RWI - Teach set 2 sounds<br><br>**Reading:** Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters. | **Phonic Sounds:** RWI - Teach set 2 sounds Review set 1 speedily Read green words<br><br>**Reading:** Reading simple sentences with fluency.<br><br>End of term assessments<br><br>Transition work with Year 1 staff |

*We will provide experiences which build on children's existing knowledge and understanding in order to challenge, stimulate and extend their learning and development*

# Reception Long Term Plan 26-27

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| General Themes | All About me! | Terrific Tales! | Amazing Animals! | Come Outside! | Ticket to Ride! | Fun at the seaside! |
| **Writing**<br><br>TFW used as stimulus across the year<br><br>Texts may change due to children's interests<br><br>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences. | **Texts as a Stimulus:**<br>Nursery Rhymes<br>Label characters<br><br>Giraffes cant Dance (Wishing tale) – Create an I wish picture / make marks<br><br>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions.<br>Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams Messages – Create a Message centre! | **Texts as a Stimulus:**<br>The Little Red Hen (Journey story)<br>Sequence the story<br>Speech bubbles<br><br>The Three Little pigs (Defeat Monster)<br><br>Create a wanted poster to catch the wolf<br><br>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.<br><br>Help children identify the sound that is tricky to spell.<br><br>Sequence the story<br><br>Write a sentence | **Texts as a Stimulus:**<br>Owl Babies (Tale of Fear)<br>CVC words / simple sentence writing using high frequency words<br><br>The Sleepy Bumblebee (Cumulative) Labels and simple captions<br><br>Mini beasts – Animal Fact File – Compare two animals<br><br>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.<br><br>Guided writing based around developing short sentences in a meaningful context. Create a story board. | **Texts as a Stimulus:**<br>Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles<br><br>Hungry Caterpillar - (Cumulative) Describe foods / adjectives<br><br>Healthy Food – My Menu / Bean Diary<br><br>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story.<br>Labels and captions – life cycles Recount – A trip to the park<br>Character descriptions. Write 2 sentences | **Texts as a Stimulus:**<br>Mr Gumpy's Outing (Cumulative)<br>Report about the animals falling into the water<br><br>Handa's Surprise (Journey story)<br>Retell the story in own words / reverse the journey<br>Describe each animals<br>Write new version<br>Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words.<br><br>Acrostic poems | **Texts as a Stimulus:**<br>Big Blue Whale (Information Text)<br>Write facts about whales<br><br>Write a postcard / diary writing<br><br>My Holiday – recount<br><br>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – Rainbow Fish<br><br>Write three sentences – B, M & E. |

*We will encourage children's independence and decision-making, supporting them to learn through their mistakes.*

# Reception Long Term Plan 26-27

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| General Themes | All About me | Terrific Tales | Amazing Animals | Come Outside! | Ticket to Ride! | Fun at the seaside! |

## Maths

*"Without mathematics, there's nothing you can do. Everything around you is mathematics. Everything around you is numbers." –* ***Shakuntala Devi***

*Mathematics Mastery*

Developing a **strong grounding in number** is essential so that all children develop the necessary **building blocks** to excel mathematically. Children should be able to **count confidently**, develop a deep understanding of the **numbers to 10**, the **relationships between** them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using **manipulatives,** including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which **mastery of mathematics** is built. In addition, it is important that the curriculum includes **rich opportunities for children to develop their spatial reasoning** skills across all areas of mathematics including shape, space and measures. It is important that children **develop positive attitudes and interests in mathematics**, look for **patterns and relationships**, spot **connections, 'have a go'**, **talk to adults** and peers about what they notice and not be afraid to make mistakes.

### Autumn 1

**Early Mathematical Experiences**

Counting rhymes and songs Classifying objects based on one attribute •Matching equal and unequal sets •Comparing objects and sets. Subatising. •Ordering objects and sets / introduce manipulatives. Number recognition. 2D Shapes.

**Pattern and early number**

Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment.
A number a week.

### Autumn 2

**Numbers within 6**

Count up to six objects.
•One more or one fewer
•Order numbers 1 – 6
•Conservation of numbers within six

**Addition and subtraction within 6**

Explore zero •Explore addition and subtraction

**Measures**

Estimate, order compare, discuss and explore capacity, weight and lengths

**Shape and sorting**

Describe, and sort 2-D & 3-D shapes •Describe position accurately

**Calendar and time**

Days of the week, seasons
•Sequence daily events

### Spring 1

**Numbers within 10**

Count up to ten objects
•Represent, order and explore numbers to ten
•One more or fewer, one greater or less

**Addition and subtraction within 10**

Explore addition as counting on and subtraction as taking away

**Numbers within 15**

Count up to 15 objects and recognise different representations •Order and explore numbers to 15
•One more or fewer

### Spring 2

**Grouping and sharing**

Counting and sharing in equal groups •Grouping into fives and tens
•Relationship between grouping and sharing

**Numbers within 20**

Count up to 10 objects
•Represent, order and explore numbers to 15
•One more or fewer

**Doubling and halving**

Doubling and halving & the relationship between them

### Summer 1

**Shape and pattern**

Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns

**Addition and subtraction within 20**

Commutativity •Explore addition and subtraction
•Compare two amounts
•Relationship between doubling and halving

**Money**

Coin recognition and values
•Combinations to total 20p
•Change from 10p

**Measures**

Describe capacities •Compare volumes •Compare weights
•Estimate, compare and order lengths

### Summer 2

**Depth of numbers within 20**

Explore numbers and strategies •Recognise and extend patterns
•Apply number, shape and measures knowledge •Count forwards and backwards

**Numbers beyond 20**

One more one less
•Estimate and count
•Grouping and sharing

# Reception Long Term Plan 26-27

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| General Themes | All About me! | Terrific Tales! | Amazing Animals! | Come Outside! | Ticket to Ride! | Fun at the seaside! |
| **Understanding the world RE / Festivals**<br><br>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.<br><br>They will begin to understand and value the differences of individuals and groups within their own community.<br><br>Children will have opportunity to develop their emerging moral and cultural awareness. | Understanding the world involves guiding children to **make sense of their physical world and their community**. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. | | | | | |
| | ○ Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.<br>○ Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.<br>○ Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.<br>○ Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.<br>○ Introduce children to different occupations and how they use transport to help them in their jobs.<br>○ Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.<br>○ Long ago – How time has changed. Using cameras. | ○ Can talk about what they have done with their families during Christmas' in the past.<br>○ Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.<br>○ Share different cultures versions of famous fairy tales.<br>○ To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.<br>○ Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need. | ○ Listening to stories and placing events in chronological order.<br>○ What can we do here to take care of animals in the jungle?<br>○ Compare animals from a jungle to those on a farm.<br>○ Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo.<br>○ Nocturnal Animals Making sense of different environments and habitats<br>○ Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see<br>○ Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.<br>○ After close observation, draw pictures of the natural world, including animals and plants | ○ Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.<br>○ Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.<br>○ Can children make comments on the weather, culture, clothing, housing.<br>○ Change in living things – Changes in the leaves, weather, seasons,<br>○ Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather.<br>○ Building a 'Bug Hotel'<br>○ Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.<br>○ Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.<br>○ Look for children incorporating their understanding of the seasons and weather in their play.<br>○ Use the BeeBots | ○ Use Handa's Surprise to explore a different country.<br>○ Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and where they can be found.<br>○ Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.<br>○ Use bee-bots on simple maps. Encourage the children to use navigational language.<br>○ Can children talk about their homes and what there is to do near their homes?<br>○ Look out for children drawing/painting or constructing their homes.<br>○ Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.<br>○ Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?<br>○ Introduce the children to NASA and America.<br>○ Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.<br>○ Can children differentiate between land and water.<br>○ Take children to places of worship and places of local importance to the community. | ○ To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.<br>○ Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.<br>○ Materials: Floating / Sinking – boat building Metallic / non-metallic objects<br>○ Seasides long ago – Magic Grandad<br>○ Share non-fiction texts that offer an insight into contrasting environments.<br>○ Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. |
| | **Which stories are special and why?**<br>Rosh Hashanah<br>Yom Kippur<br>Sukkot<br>All Saints Day | **Which people are special and why?**<br>Diwali<br>Hannukah<br>Christmas | **What places are special and why?**<br>Epiphany<br>Ash Wednesday / Shrove Tuesday<br>St David's Day<br>Shivaratri | **What times are special and why?**<br>Holi<br>Palm Sunday<br>Passover<br>Easter<br>Start of Ramadan | **Being special: where do we belong?**<br>Eid<br>Shavuot | **What is special about our world?**<br>Summer Solstice |

*Developing children's understanding of social skills and the values and codes of behaviour required for people to work together harmoniously.*

# Reception Long Term Plan 26-27

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| General Themes | All About me! | Terrific Tales! | Amazing Animals! | Come Outside! | Ticket to Ride! | Fun at the seaside! |
| **Expressive Arts and Design**<br><br>*Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.*<br><br>*Children to produce a piece of art work each half term to be displayed in their sketch book for to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.*<br><br> | The development of children's artistic and cultural awareness supports **their imagination and creativity**. It is important that children have regular opportunities to **engage with the arts**, enabling them to explore and play with a wide range of **media and materials**. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, **self-expression, vocabulary and ability to communicate through the arts**. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating whatthey hear, respond to and observe.<br>Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops. | | | | | |
| | Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.<br>Sing call-and-response songs, so that children can echo phrases of songs you sing.<br>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.<br>Julia Donaldson songs<br>Exploring sounds and how they can be changed, tapping out of simple rhythms.<br>Provide opportunities to work together to develop and realise creative ideas.<br>Superhero masks. | Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats<br><br>Listen to music and make their own dances in response.<br><br>Castle models<br><br>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems<br><br>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.<br><br>Role Play Party's and Celebrations Role Play of The Nativity | Rousseau's Tiger / animal prints / Designing homes for hibernating animals.<br><br>Collage owls / symmetrical butterflies<br>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.<br><br>Making lanterns, Chinese writing, puppet making, Chinese music and composition<br><br>Shadow Puppets<br>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue. | Make different textures; make patterns using different colours<br><br>Children will explore ways to protect the growing of plants by designing scarecrows.<br><br>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers<br><br>Mother's Day crafts<br>Easter crafts Home Corner role play<br><br>Artwork themed around Eric Carle / The Seasons – Art<br>Provide a wide range of props for play which encourage imagination. | Design and make rockets. Design and make objects they may need in space, thinking about form and function.<br><br>Learn a traditional African song and dance and perform it / Encourage children to create their own music.<br>Junk modelling, houses, bridges boats and transport.<br><br>Exploration of other countries – dressing up in different costumes.<br>Retelling familiar stories<br>Creating outer of space pictures<br>Provide children with a range of materials for children to construct with. | Sand pictures / Rainbow fish collages<br><br>Lighthouse designs<br><br>Paper plate jellyfish<br><br>Puppet shows: Provide a wide range of props for play which encourage imagination.<br><br>Salt dough fossils<br><br>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.<br><br>Colour mixing – underwater pictures<br><br>Father's Day Crafts |

*At the heart of education is a positive, synergistic relationship between the teacher and the student. This dynamic creates the environment for learning to take place.*

# Reception Long Term Plan 26-27

## Early Learning Goals – for the END OF THE YEAR - Holistic / best fit Judgement!

### Communication and Language

**ELG: Listening, Attention and Understanding**

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Make comments about what they have heard and ask questions to clarify their understanding

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

**ELG: Speaking**

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.

Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

### Personal, social, emotional development

**ELG: Self-Regulation**

Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.

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.

**ELG: Managing Self**

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

Explain the reasons for rules, know right from wrong and try to behave accordingly.

Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Work and play cooperatively and take turns with others.

Form positive attachments to adults and friendships with peers;.

Show sensitivity to their own and to others' needs.

### Physical Development

**ELG: Gross Motor Skills**

Negotiate space and obstacles safely, with consideration for themselves and others.

Demonstrate strength, balance and coordination when playing.

Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

**ELG: Fine Motor Skills**

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

Use a range of small tools, including scissors, paint brushes and cutlery.

Begin to show accuracy and care when drawing.

### Literacy

**ELG: Comprehension**

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

Anticipate – where appropriate – key events in stories.

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**ELG: Word Reading**

Say a sound for each letter in the alphabet and at least 10 digraphs.

Read words consistent with their phonic knowledge by sound-blending.

Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

**ELG: Writing**

Write recognisable letters, most of which are correctly formed.

Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Write simple phrases and sentences that can be read by others.

### Maths

**ELG: Number**

Have a deep understanding of number to 10, including the composition of each number;

Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

**ELG: Numerical Patterns**

Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.

Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

### Understanding the World

**ELG: Past and Present**

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

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

**ELG: People, Culture and Communities**

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

**ELG: The Natural World**

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Expressive Arts and Design

**ELG: Creating with Materials**

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**

Invent, adapt and recount narratives and stories with peers and their teacher.

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

*It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.*