



Reception Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	Ourselves/seasons	Light and Dark-Time to celebrate	Superheroes	Fairytales/Castles	Amazing animals/Under the sea	Journeys/Pirates

Big Books linked to Topic	The Little Red Hen Pumpkin Soup The Colour Monster Let's make faces	Funnybones Leaf man Stanley's stick Owl babies Whatever next! One snowy night Stickman Bible story of Christmas	Supertato Supertato Veggies Assemble Supertato Run Veggies Run! Supertato: Evil Pea Rules George saves the day before Lunchtime:	Jack and the Beanstalk What the ladybird heard on holiday The Queens knickers Non fiction books about castles and Kings and Queens Bible: Easter story (death of Jesus)	The Very Hungry Caterpillar Growing Frogs A Frogs Promise Oi dog Oi frog Oi cat Oi duck billed platypus Non-fiction about life cycle Whose Baby?	Rosie's walk Handa's Surprise Lost and Found Lighthouse keepers lunch Pig in the Pond Farmer Duck Poles Apart Non-Fiction Grace Darling Lighthouses
English Comprehension- Developing a passion for reading	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. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character – Using Tales Toolkit strategy. Mini-Me's Encourage children to record stories through picture drawing/mark making for LAs. 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. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events 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, author and title. Sort books into categories.	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions 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, author and title. Sort books into categories.

<p>Word reading (Phonics)</p>	<p>Phonic Sounds: RWI Set 1 whole class</p> <p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall.</p> <p>Help children to read the sounds speedily. This will make sound-blending easier</p> <p>Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words.</p> <p>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.</p>	<p>Phonic Sounds: RWI Differentiated groups / Ditties</p> <p>Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings.</p> <p>Help children to become familiar with letter groups, such as 'th', 'sh', 'ch', 'ee' 'or' 'igh'. Provide opportunities for children to read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'storm', 'night'.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Story structure- beginning, middle, end.</p> <p>Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p>Children should not be required to use other strategies to work out words.</p>	<p>Phonic Sounds: RWI Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p>	<p>Phonic Sounds: RWI Differentiated groups</p> <p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p> <p>Transition work with Year 1 staff</p>
	<p>Texts as a Stimulus: Nursery Rhymes</p> <p>Label characters</p> <p>(Wishing tale) – Create an I wish picture / make marks</p> <p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling.</p> <p>Shopping lists,</p> <p>Names Labels. Captions Lists</p> <p>Diagrams</p> <p>Messages – Create a Message centre!</p> <p>The Little Red Hen (journey story)</p> <p>Sequence the story</p> <p>Speech bubbles</p> <p>The Colour Monster-discuss feelings</p>	<p>Name writing, labelling using initial sounds, story scribing.</p> <p>Retelling stories in writing area</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story</p> <p>Write VC/CVC words</p> <p>Write the initial and middle sounds for a CVC word.</p>	<p>Supertato: Wanted posters</p> <p>Letters to characters</p> <p>George saves the day before Lunchtime: recycling</p> <p>CVC words / simple sentence writing using high frequency words</p> <p>Labels and simple captions</p> <p>Writing some of the tricky words such as I, me, my, like, to, the.</p> <p>Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Create a story board.</p>	<p>Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry</p> <p>Creating own story maps, writing captions and labels, writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Order the Easter story.</p> <p>Recount – A trip to the pond</p> <p>Character descriptions.</p> <p>Write simple phrases or sentences</p>	<p>Texts as a Stimulus: Handa's Surprise (Journey story)</p> <p>Retell the story in own words / reverse the journey</p> <p>Describe each animal</p> <p>Write new version</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces.</p> <p>Form lower-case and capital letters correctly.</p> <p>Rhyming words.</p> <p>Acrostic poems</p>	<p>Texts as a Stimulus: Lighthouse keepers Lunch</p> <p>Write facts about Light house Keepers Lunch- Write a postcard / diary writing</p> <p>My Holiday – recount</p> <p>Make a healthy sandwich-write instructions</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly.</p> <p>Write recognisable letters, most of which are correctly formed;</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters;</p> <p>Write simple phrases and sentences that can be read by others.</p>

<p>Maths</p>	<p>Early Mathematical Experiences Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subitising. 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.</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>
<p>UTW</p>	<p>Identifying their family. Commenting on photos of their family; 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. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Talk about members of their immediate</p>	<p>Can talk about what they have done with their families during Christmas' in the past. 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.</p>	<p>George saves the day before Lunchtime: 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. Chinese New Year Shrove Tuesday Valentines Day Lent Nocturnal animals Five Senses Skeletons Winter Ice melting Change of state Magnets</p>	<p>Easter Images from the past: castles Kings and Queens Maps: relate to local castles/where Queen lives Families: look at Royal family (family tree)</p>	<p>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. Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Investigate lifecycles Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and</p>	<p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>

	<p>family and community. Navigating around our classroom and outdoor areas. Create treasure hunts to find places/objects within our learning environment. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed. Using cameras.</p>	<p>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.</p> <p>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.</p> <p>Introduce the children to NASA and America. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p>	<p>Create opportunities to discuss how we care for the natural world around us. Use the BeeBots on simple maps. Encourage the children to use navigational language.</p>		<p>hear the natural world around them during hands-on experiences. Look for children incorporating their understanding of the seasons and weather in their play. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm. Explore a range of jungle animals. Learn their names and label their body parts. Nocturnal Animals Making sense of different environments and habitats 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. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. After close observation, draw pictures of the natural world, including animals and plants Can children differentiate between land and water. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce Mary Anning as the first female to find a fossil.</p>	
	<p>Which stories are special and why? Christmas Story (Bible)</p>	<p>Which people are special and why? Jesus</p>	<p>Which stories are special and why? Creation Story Noah's Ark Feeding of the 5000</p>	<p>What times are special and why? Palm Sunday Passover Easter</p>	<p>Being special: where do we belong? Church Community</p>	<p>What is special about our world? Summer Solstice Seasons</p>

PD	Fine motor skills	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.	Threading, cutting, weaving, playdough, Fine Motor activities.	Fine Motor activities
	Fine Motor activities.	Develop muscle tone to put pencil pressure on paper	Begin to form letters correctly	Hold pencil effectively with comfortable grip	Develop pencil grip and letter formation continually	Form letters correctly	
Gross motor skills	Manipulate objects with good fine motor skills	Use tools to effect changes to materials	Handle tools, objects, construction and malleable materials with increasing control	Forms recognisable letters most correctly formed	Use one hand consistently for fine motor tasks	Copy a square	
	Draw lines and circles using gross motor movements	Show preference for dominant hand	Encourage children to draw freely.	Use a knife and fork when eating	Start to cut along a curved line, like a circle	Start to colour inside the lines of a picture	
Gross motor skills	Hold pencil/paint brush beyond whole hand grasp	Engage children in structured activities: guide them in what to draw, write or copy.	Holding Small Items / Button Clothing	Cut along a straight line with scissors	Begin to draw diagonal lines, like in a triangle	Start to draw pictures that are recognizable	
	Pencil Grip	Teach and model correct letter formation.	Cutting with Scissors	More Ideas here: https://mrsunderwood.co.uk/product/50-fine-motor-activity-ideas/	Draw a cross	Build things with smaller linking blocks, such as Duplo or Lego	
Gross motor skills	Cooperation games i.e. parachute games.	Ball skills- throwing and catching.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking	Balance- children moving with confidence	Obstacle activities children moving over, under, through and around equipment	Races / team games involving gross motor movements	
	Climbing – outdoor equipment	Crates play- climbing. Skipping ropes in outside area	Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.	dance related activities	Encourage children to be highly active and get out of breath several times every day.	dance related activities	
Gross motor skills	Different ways of moving to be explored with children	dance related activities	Dance / moving to music	Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce, drawl, walk, jump etc	Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce.	Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in.	
	Changing for PE / Help individual children to develop good personal hygiene.	Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	Gymnastics ./ Balance	Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Dance / moving to music	Gymnastics ./ Balance	
EAD	Naming colours	Leaf rubbings	Making lanterns, Chinese writing, puppet making, Chinese music and composition	Rousseau’s Tiger / animal prints	Collage owls / symmetrical butterflies	Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time to with music	
	Primary colours	Firework Pictures	Teach children different techniques for joining materials, such as how to	Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats	Designing homes for hibernating animals.		
EAD	Colour Mixing	Kandinsky: shapes			Castle models		
	Look at work of Mondrian	Listen to music and make their own dances in response.					

	<p>ACCESS ART: draw like a caveman (charcoal and hands)</p> <p>Link to making faces out of food (pizza/muffin faces)</p> <p>Joining with cellotape and pritt stick</p> <p>Introduce Nursery rhymes/Harvest songs</p> <p>Join in with songs</p> <p>Tapping out a simple rhythm</p>	<p>Role Play Party's and Celebrations Role Play of The Nativity Design and make rockets Design and make objects they may need in space, thinking about form and function. Creating outer of space picture Listen to music and make their own dances in response. Shadow Puppets Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>use adhesive tape and different sorts of glue.</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal Superhero masks.</p>	<p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Make different textures; make patterns using different colours Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination.</p> <p>PVA glue</p> <p>Picasso: portraits (link to kings/queens)</p> <p>Access Art: Self portrait:photography</p>	<p>Learn a traditional African song and dance and perform it. Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct with Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Salt dough fossils</p> <p>Access Art: Primal art activity (nature painting)</p> <p>Access Art Ducklings (lines with card: printing)</p> <p>Access Art: spiral shapes: snails and link to mini-beasts (mini-beast artwork) Link to Starry Night by Van Gough</p> <p>Jackkson pollock-link to using other things to paint with</p>	<p>Access Art: marbling</p> <p>Access Art: newspaper heads</p> <p>Access Art: painting with plasticine</p>
<p>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.</p> <p>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.</p>						
C+L	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration</p>	<p>Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion</p>	<p>Tell me why! Using language well Ask's how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Discovering Passions 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 Ask and answer questions about stories heard and read.</p>	<p>Time to share! Show and tell Weekend news Discovering Passions 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</p>

	<p>Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"</p>	<p>Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>			<p>weather conditions and seasons.</p>
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British Values are: Individual Liberty, Rule of Law, Tolerance of those with different faiths, Respect and Democracy. Please highlight where you will explicitly teach them in topics etc.