

## Reception Long-Term Plan

This is a working document and highlights the main topic focus for each term. Our children lead learning and things will change in response to their interests and needs. Throughout each term we focus our time on developing the children's confidence in the setting and with their peers. We link activities to starter themes (see below), stories, and the children's interests and encourage quality discussion and questioning in order to extend their knowledge and understanding. Children are supported in their learning through planned and spontaneous play opportunities as well as adult led activities.

\* Development Matters (2021) statements are shown in **bold** in the planning below.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/Theme	All About Me	Let's Celebrate!	Superheroes	Under the Sea	Down in the Garden	Amazing Animals
<b>Key Texts</b>	Pete the Cat: Rocking in my School Shoes Elmer Then there were Giants Mr Man and Little Miss stories Funnybones Peepo!	Kipper's Birthday The Scarecrow's Wedding The Nativity Christmas Stories Dear Santa The Snowman	Supertato Superworm The Very Unhealthy Wolf 10 Little Superheroes People who help us (non-fiction) books Chinese New Year (non-fiction) books	Rainbow Fish Commotion in the ocean The Rainbow Fish Sharing a Shell The Snail and the Whale The Teeny Weeny Tadpole Range of water-themed non-fiction books.	The Very Hungry Caterpillar The Bad Tempered Ladybird Creepy Crawly Calypso Spinderella Incy Wincy Spider Mad About Minibeasts! Range of plant and minibeast non-fiction books	The Tiger who came to Tea Don't Wake the Bear Hare! Where's your smile Crocodile? Dear Zoo Monkey Puzzle Farmyard Hullabaloo Animal Boogie The Penguin who wanted to Fly
<b>Key enhancements / experiences</b>	Role play area: home corner  Small world play: dolls house and characters  End of topic treat day: teddy bear's picnic	Role play area enhancements: party resources  Special 'Santa's workshop' role play area before Christmas  Performing in the school Nativity	Role play area enhancements: first aid resources and Chinese New year resources  Small world play: emergency vehicles and characters.	Role play area enhancements: holiday resources  Small world play: sea creatures and water-coloured fabrics  Frogspawn collection  End of topic treat day: Trip to the Sealife Centre	Role play area enhancements: gardening resources  Small world play: minibeasts and garden scenes  Caterpillar-butterfly experience  End of topic treat day: Minibeast fancy dress	Role play area enhancements: pets and pet resources  Small world play: different animal scenes and settings  End of topic treat day: Farm animals visit

		End of topic treat day: Pantomime trip and Christmas party	End of topic treat day: Superheroes fancy dress day		day and butterfly release	Transition to Year 1 activities
Personal, Social and Emotional Development	<p>Focus: Settling in to new school; building relationships and confidence.</p> <p><b>See themselves as a valuable individual.</b></p> <p><b>Build constructive and respectful relationships.</b></p>	<p>Focus: Showing respect and understanding for people with different beliefs and the way that people might celebrate the same events differently.</p> <p><b>Identify and moderate their own feelings socially and emotionally.</b></p>	<p>Focus: Keeping healthy and being a 'super' friend!</p> <p><b>Think about the perspective of others.</b></p>	<p>Focus: How to be a 'good learner'.</p> <p><b>Show resilience and perseverance in the face of challenge.</b></p>	<p>Focus: Looking after nature, thinking about our local environment and how to care for it.</p> <p><b>Manage their own needs.</b></p>	<p>Focus: Exploring feelings and preparing for moving up to Year 1.</p> <p><b>Express their feelings and consider the feelings of others.</b></p>
	<p>Rule Of Law: Following Rules and routines</p> <p>Tolerance of Different Faiths and beliefs: Look at the features of the Hindu festival of Diwali, as well as Christmas.</p> <p>Mutual respect: Sharing and turn taking</p>		<p>Individual Liberty: Develop self-confidence and self-esteem in their own ability through taking risks in PE and Forest School sessions etc.</p> <p>Tolerance of Different Faiths and beliefs: Chinese New Year, Easter</p> <p>Democracy: Vote for a person who has been the most helpful/supportive.</p> <p>Mutual respect: Sharing and turn taking</p>		<p>Democracy: Voting for stories, different animals to study etc. Pupil survey- understanding their voice and opinion counts.</p> <p>Individual Liberty: Discuss why different people have different opinions.</p> <p>Mutual respect: Sharing and turn taking</p>	
Communication and Language	<p>Understand how to listen carefully and why listening is important.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Learn new vocabulary.</p>	<p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p>	<p>Describe events in some detail (and in correct sequence).</p> <p>Connect one idea or action to another using a range of connectives.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>

	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Join in with favourite nursery rhymes.</p> <p>Introduce children to their year 6 buddies and provide regular opportunities for the children to build this relationship.</p> <p>Children encouraged to share special achievements with the rest of the class.</p>	<p>Use new vocabulary throughout the day.</p> <p>Learn Christmas-themed songs.</p> <p>Introduce talk partners and good listening skills.</p> <p>Re-telling and performing the Christmas story.</p>	<p>Engage in non-fiction books.</p> <p>Learn (people who help us- themed) songs.</p>	<p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learn (water-themed) rhymes and songs.</p>	<p>new knowledge and vocabulary.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Learn (garden-themed) rhymes, poems and songs.</p>	<p>Use new vocabulary throughout the day.</p> <p>Use new vocabulary in different contexts.</p> <p>Learn (animal-themed) rhymes, poems and songs.</p> <p>Circle times.</p>
Physical Development	<p>Outdoor P.E. - gross motor skills</p> <p>Indoor P.E - circle/'getting to know you' games</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or on the floor.</p> <p>Further develop the skills they need to manage the school day</p>	<p>Indoor P.E. - balances and stretches</p> <p>Dance - Val Sabin scheme: Unit 1</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Develop their small motor skills so that</p>	<p>Indoor P.E. - Travelling and moving</p> <p>Jumping and landing</p> <p>Dance -Val Sabin scheme: Unit 2</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop the foundations of a handwriting style which is fast,</p>	<p>Indoor P.E. - Climbing</p> <p>Travelling and moving</p> <p>Dance - Val Sabin scheme: Unit 3</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Combine different movements with ease and fluency.</p>	<p>Outdoor P.E. - Using small scale equipment e.g. balls /bats</p> <p>Dance -Val Sabin scheme: Unit 4</p> <p>Develop overall body strength, balance, coordination and agility.</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical</p>	<p>Outdoor P.E. - Using large scale climbing equipment/bikes and scooters.</p> <p>Indoor PE - Games in teams/ racing</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when</p>

	<p><b>successfully:</b> lining up and queuing, mealtimes, personal hygiene.</p>	<p>they can use a range of tools competently, safely and confidently: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>accurate and efficient.</p>		<p>education disciplines including dance, gymnastics, sport and swimming.</p>	<p>engaging in activities that involve a ball.</p>
Literacy	<p>Twinkl Phonics Scheme Revise Level 1 skills Begin Level 2: s, a, t, p, i, n</p> <p><b>Key literacy focus:</b> Letter recognition and formation</p> <p><b>Read individual letters by saying the sounds for them.</b></p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Writing opportunities: Names, captions and notices.</p>	<p>Twinkl Phonics Scheme Level 2: m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p><b>Key literacy focus:</b> Letter formation.</p> <p><b>Form lower-case and capital letters correctly.</b></p> <p>Read a few common exception words matched to the school's phonic programme (Twinkl)</p> <p>Writing opportunities: Lists (with support) Wedding menus Captions (Kipper's birthday sequencing) Letters to Santa</p>	<p>Twinkl Phonics Scheme Revise all Level 2 Begin Level 3: j, v, w, x, y, z, zz, ch, sh, th, th, ng</p> <p><b>Key literacy focus:</b> Simple sentences (with support)</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>Writing opportunities: Christmas recounts Superhero descriptions Wanted posters</p>	<p>Twinkl Phonics Scheme Level 3: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear</p> <p><b>Key literacy focus:</b> Simple sentences (with increasing independence)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Writing opportunities: Frogspawn collection recounts Sea creature descriptions Rainbow fish writing Trip recount</p>	<p>Twinkl Phonics Scheme Level 3: air, ure, er, trigraphs, consonant digraphs, vowel digraphs</p> <p><b>Key literacy focus:</b> Information writing - simple sentences (with increasing independence)</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Writing opportunities: Easter holiday recounts Caterpillar/butterfly descriptions Minibeast descriptions</p>	<p>Twinkl Phonics Scheme Revise all Level 3 Begin Level 4: CVCC words, CCVC words, adjacent consonants, polysyllabic words</p> <p><b>Key literacy focus:</b> Fiction - writing simple sentences (independently as much as possible)</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p><b>Re-read what they have written to check that it makes sense.</b></p> <p>Writing opportunities:</p>

			Future job ideas			Animal stories Farm visit recounts
Mathematics	<p><b>Count objects, actions and sounds:</b> Sing counting songs, number rhymes and stories that involve counting.</p> <p>Develop the key skills of counting objects, including saying the numbers in order and matching one number name to each item.</p> <p>Practise the cardinal counting principle - knowing that the last number counted is the total number of the group.</p> <p>Predict how many there might be in a collection of objects before counting to check.</p> <p>Count out a given number of objects from a larger group.</p>	<p><b>Link the number symbol (numeral) with its cardinal number value:</b></p> <p>Display numerals in order alongside dot quantities and 10 frames arrangements.</p> <p>Play games which involve matching numerals with dot arrangements.</p> <p>Record quantities in different ways, e.g. tallies, dots etc. as well as digits/digit cards.</p> <p><b>Subitise:</b></p> <p>To be able to subitise numbers up to 5.</p> <p>Show small quantities in familiar patterns (for example, dice) and random arrangements.</p> <p>Play games which involve quickly revealing and hiding numbers of objects.</p> <p>Put objects into 5/10 frames to begin to familiarise children with the tens structure of the number system.</p> <p>Encourage children to show a number of fingers 'all at once'</p>	<p><b>Compare Numbers:</b> Comparing collections of objects, starting with very different quantities.</p> <p>Use vocabulary of 'more than', 'less than', 'fewer', 'the same as' and 'equal to'.</p> <p>Share/distribute items evenly between 2/3 children.</p> <p>Tell stories about characters distributing snacks unfairly and ask the children to solve the problem.</p>	<p><b>Understand the 'one more than/one less than' relationship between consecutive numbers:</b></p> <p>Make predictions about what the outcomes in stories, rhymes and songs will be if one is added/taken away.</p> <p>Create 'staircase patterns' to show how the next number includes the previous number plus one.</p> <p>Addition and subtraction skills (within 10).</p>	<p><b>Explore the composition of numbers to 10:</b></p> <p>Focus on 2,3,4 and 5, before moving onto the higher numbers.</p> <p>Use visual resources such as dice, fingers on hands, ten frames and Numicon.</p> <p>Look at the 'parts' within the whole of each number.</p> <p>Play games which involve partitioning and recombining sets, e.g. throwing 5 beanbags into a hoop - how many go in and how many don't?</p>	<p><b>Automatically recall number bonds for numbers 0-10:</b></p> <p>Have a sustained focus on each number to 10, make visual and practical displays in the classroom for children to refer to.</p> <p>Play hiding games for each number, e.g. 7 went in the tent and only 2 came out. How many are still in there?</p> <p>Use 'real-life' opportunities for children to apply number bonds, e.g. 'there are 6 of us but only 2 clipboards. How many more do we need?'</p> <p>Use 5/10 frames - talk about how many are filled/unfilled.</p> <p><b>Count beyond 10;</b></p> <p>Count verbally, pausing at each multiple of 10 to draw out the structure.</p> <p>Provide images such as number tracks, calendars and hundred squares - indoor and out so that the children become familiar with 2-digit numbers and can spot patterns within them.</p>

		without needing to count them first.			
	<p><b>Select, rotate and manipulate shapes in order to develop spatial reasoning skills:</b> Use pattern and building sets, copy 2D pictures and patterns, solve jig-saw puzzles.</p>	<p><b>Continue, copy and create repeating patterns:</b> Including AB, ABB and ABBC - using objects as well as pictures.</p>	<p><b>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can:</b> Investigate how shapes can be combined to make new shapes. Find 2D shapes within 3D shapes, including through printing or shadow play.</p>	<p><b>Compare length, weight and capacity</b> (ask children to make and test predictions): Model comparative language using 'than' e.g. 'This is heavier than that.' Make and test predictions, e.g. 'which holds more?'</p>	
<b>Understanding the World</b>	<p><b>Key focus:</b> Families and family homes.  The school environment  Use simple maps of our local area, with focus on school and other well-known buildings.  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.</p>	<p><b>Key focus:</b> Celebrations  Learning about the different ways that people celebrate the same celebrations.  <b>Recognise that people have different beliefs and celebrate special times in different ways.</b>  Comment on images of familiar situations in the past.</p>	<p><b>Key focus:</b> Keeping safe and keeping healthy  Learning about 'real-life' superheroes and the work that they do to help us.  <b>Compare and contrast characters from stories, including figures from the past.</b></p>	<p><b>Key focus:</b> Water based experimenting, e.g. floating and sinking  Learning the life cycle of a frog.  Use simple maps to understand where we live in relation to the sea.  <b>Recognise some environments that are different from the one in which they live.</b></p>	<p><b>Key focus:</b> Understanding seasonal changes, observing the changing state of our outdoor school environment.  Learning the life cycle of a butterfly.  Explore the natural world around them.  <b>Describe what they see, hear and feel whilst outside.</b>  <b>Understand the effect of changing seasons on</b></p>

	<p><b>Draw information from a simple map.</b></p> <p><b>Understand that some places are special to members of their community.</b></p>				<b>the natural world around them.</b>	
<b>Expressive Arts and Design</b>	<p><b>Listen attentively, move to and talk about music, expressing their feelings and responses.</b></p> <p><b>Develop storylines in their pretend play.</b></p> <p><b>Self-portraits (using mirrors and paint)</b></p> <p><b>Purple Mash computer program: Self portraits</b></p> <p><b>Role play of life situations</b></p> <p><b>Body sounds and rhythms</b></p> <p><b>Music Express unit: 'Our Senses' (timbre)</b></p>	<p><b>Create collaboratively, sharing ideas, resources and skills.</b></p> <p><b>Sing in a group or on their own, increasingly matching the pitch and following the melody.</b></p> <p><b>Creating different celebration 'items' such as bouquets of flowers, cakes, decorations etc. from different construction materials.</b></p> <p><b>Purple Mash computer program: christmas pictures</b></p> <p><b>Create Christmas decorations, cards and calendars.</b></p> <p><b>Rehearsing for and performing in the school Nativity (Dance - Val Sabin scheme: Unit 1)</b></p>	<p><b>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</b></p> <p><b>Creating Chinese dragons</b></p> <p><b>Chinese dragon dancing experience</b></p> <p><b>Purple Mash computer program: Chinese fan decorating</b></p> <p><b>Making thank you gifts or cards for people who help us</b></p> <p><b>(Dance - Val Sabin scheme: Unit 2)</b></p> <p><b>Music Express unit: 'Special People' (beat and tempo)</b></p>	<p><b>Watch and talk about dance and performance art, expressing their feelings and responses.</b></p> <p><b>Make rainbow fish, using a range of different craft resources</b></p> <p><b>Use pastels to create under the sea art</b></p> <p><b>Create Mother's day and Easter cards</b></p> <p><b>Purple Mash computer program: Fish decorating</b></p> <p><b>(Dance - Val Sabin scheme: Unit 3)</b></p> <p><b>Music Express unit: 'Under the Sea' (singing, playing and responding to music)</b></p>	<p><b>Explore and engage in music making and dance, performing solo or in groups.</b></p> <p><b>Junk model minibeasts</b></p> <p><b>Observational drawings of minibeasts</b></p> <p><b>Dance at the 'Ugly Bug Ball'!</b></p> <p><b>Purple Mash computer program: Design own minibeast</b></p> <p><b>Create Father's Day cards</b></p> <p><b>(Dance - Val Sabin scheme: Unit 4)</b></p> <p><b>Music Express unit: 'Our Growing World' (singing, playing and responding to music)</b></p>	<p><b>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</b></p> <p><b>Creating animal prints</b></p> <p><b>Create animals using different media, junk modelling etc.</b></p> <p><b>Make animals out of clay (hedgehogs)</b></p> <p><b>Purple Mash computer program: create own animal picture</b></p> <p><b>Music Express unit: 'Amazing African Animals' (singing, playing and responding to music)</b></p>

		Music Express unit: 'Stories and Sounds' (structure)				
R.E.	<b>Where do we belong?</b>  Family / Home School Other groups	<b>Which times are special and why?</b>  Diwali Christmas	<b>Which people are special and why?</b>  Chinese New Year People who help us	<b>Which stories are special and why?</b>  Easter Mother's Day	<b>Which places are special and why?</b>  Our local environment	<b>What is special about our world?</b>  Different climates and cultures around the world