

Reception Long Term Plan

* “Young children’s learning is often driven by their interests. Plans need to be flexible”. - Development Matters

Reception	Autumn 1 – All about me! Q: Am I the same as everybody else?	Autumn 2 – Festivals and Celebrations! Q: What do different religions and cultures celebrate?	Spring 1 – Meteorologists! Q: What is winter like?	Spring 2 – Ducklings! Q: What animals hatch from eggs?	Summer 1 – Transport Q: Can I travel everywhere in the world by car?	Summer 2 – Green fingers! Q: Why do some plants grow faster than others?
Key Text	Leaf Man – Lois Ehlert  Freddie’s falling leaves	Let’s Celebrate! Special Days Around the World – Kate DePalma  Diwali book	The Snowy Day- Ezra Jack Keats  Stormy weather What will the weather be like today?	An egg is quiet  The odd egg	Cars and trucks and things that go! 	The Extraordinary Gardener – Sam Boughton 
Vocabulary	Leaf man blows Over home Travel flying above Drifting gliding breeze Lonesome Rustle Flock Fluttered tumbled Twirled whirled Alternative words to big	Festival, Hindu, Diwali, Celebrate, seasons, culture, thanksgiving, feast, party, candles, tradition, Christmas, Christians, nativity, Jesus	Winter Snow Freezing melting Storm Thunder Lightning Tornado Blizzard Electrical Rainbow cloudy	Buried Actual Shapely Anchor Camouflage Fossilised Hatch Different Beautiful Surprise	Helicopter Ambulance Police car Tractor Taxi Dump truck Load Tow Crash Race Heavy Fuel	Extraordinary/ ordinary gardener, wild, imagination, imagining, daydreaming, discovered Sow, neighbours,

Supplementary Texts	All Are Welcome – Alexandra Penfold	This Is How We Do It – Matt Lamothe	Curious Creatures Glowing in the Dark – Zoe Armstrong	Zim Zam Zoom – James Carter	The Great Explorer – Chris Judge	The Secret Signs of Nature – Craig Caudill
	When I Grow Up – Tim Michin	Alfie’s Christmas – Shirley Hughes	The Body Book – Hannah Alice		Astro Girl – Ken Wilson-Max	The Big Book of Nature – Yuval Zommer
	Wanda’s Words Got Stuck – Lucy Rowland	Mog’s Christmas – Judith Kerr	The Tiger Who Came to Tea – Judith Kerr	Duck Eggs - Lynne Garner	Man on the Moon – Simon Bartman	Under Your Feet – Dr Jackie Stroud
	Fair Shares – Pippa Goodheart	Dadaji’s Paintbrush – Rashmi Sirdeshpande	What’s the Weather? Clouds, climate, and global warming – Fraser & Judith Ralston	"The Ugly Duckling - Hans Christian Andersen	Marvellous Machines – Jane Wilsher	There’s a Tiger in the Garden – Lizzy Steward
	We Are All Different – Asa Gilland	We All Went on Safari – Laurie Krebs	Can we really help polar bears? - Katie Daynes	The Duckling Gets a Cookie!?- Mo Willems	Look up – Nathan Bryan	
	Super Duper You – Sophy Henn	Elmer in the Snow – David McKee		The Life Cycle of a Duck- Linda Tagliaferro	The Way Back Home – Oliver Jeffers	
	Starting School – Janet Ahlberg	Gustavo the Shy Ghost – Flavia Z Drago		What’s in the Egg, Little Pip?- Karma Wilson	Whatever Next – Jill Murphy	
	Loud – Rose Robbins	The Proudest Blue – Ibithaj Muhammad		Ducks Don’t Get Wet!- Augusta Goldin		
	Luna Loves Art – Joseph Coelho	Stick Man – Julia Donaldson				
	I Love Me! - Marvyn Harrison	The Best Diwali Ever – Sonali Shah				
	You Choose – Nick Sharratt					
Learning Behaviour	Playing & Exploring		Active Learning		Creative & Critical Thinking	
School Values	Love		Hope		Faith	
PSED	Class rules Sharing interests Sharing experiences Sharing hobbies Identifying feelings – Zones of Regulation Responsibility Meditation & Self-regulation strategies <i>Curriculum goal: Instigate Begin to express preferences, choice-making, beginning to understand turn-taking, trying things, planning and thinking</i>	School rules and values Listening to others Healthy eating Importance of exercise Meditation & Self-Regulation strategies <i>Curriculum goal: Reflect Children reflect on their learning through floor books. They comment on their thinking and the ways they go about their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find things hard. They</i>	Making the right choices Confidence and independence Consequences Kindness, compassion & empathy Oral hygiene Meditation & Self-regulation strategies <i>Curriculum goal: Reflect Children reflect on their learning through floor books. They comment on their thinking and the ways they go about their learning. They reflect on what helps them to persevere through difficulties and what helps them when they find</i>	Effects of behaviour Perseverance and resilience Being a good friend Internet Safety Screen Time Meditation & Self-regulation strategies <i>Curriculum goal: Reflect Children reflect on their learning through floor books. They comment on their thinking and the ways they go about their learning. They reflect on what helps them to</i>	Managing feelings Having different opinions Being unique Importance of sleep Meditation & Self-regulation strategies <i>Curriculum goal: Reflect Children reflect on their learning through floor books. They comment on their thinking and the ways they go about their learning. They reflect on what helps them to persevere</i>	Road safety Problem Solving Resolving Conflicts Sun Safety Getting ready for year one Meditation & Self-regulation strategies <i>Curriculum goal: Reflect Children reflect on their learning through floor books. They comment on their thinking and the ways they go about their learning. They reflect on what helps them to persevere through</i>

	<p><i>ahead about how they will use a resource/game</i></p> <p><i>Curriculum goal: Identity</i> <i>The children begin to engage with familiar routines and transitions. They put away their belongings at the beginning of the day (coats, lunchboxes, drink bottles etc.)</i></p> <p><i>Curriculum goal: reflect</i> <i>They begin to develop their emotional literacy and describe their own emotions and the impact on others</i></p>	<p><i>can describe their own emotions and the feelings of others. Children show they are developing their metacognition.</i></p>	<p><i>things hard. They can describe their own emotions and the feelings of others. Children show they are developing their metacognition.</i></p> <p><i>Curriculum goal: Instigate problem-solving and conflict resolution (social interactions), coming up with and expressing own ideas, extending play ideas, begin to take risks in their play, engage with adult-guided game/play and continue with different levels of scaffolding,</i></p>	<p><i>persevere through difficulties and what helps them when they find things hard. They can describe their own emotions and the feelings of others. Children show they are developing their metacognition.</i></p>	<p><i>through difficulties and what helps them when they find things hard. They can describe their own emotions and the feelings of others. Children show they are developing their metacognition.</i></p> <p>Curriculum goal: Instigate The children can instigate and continue a game with their peers.</p>	<p><i>difficulties and what helps them when they find things hard. They can describe their own emotions and the feelings of others. Children show they are developing their metacognition.</i></p>
Physical Development	<p>See PE plan</p> <p>Movement Play Session</p> <p>Daily large-scale loose parts play</p> <p>Handwriting focus</p>	<p>See PE plan</p> <p>Movement Play Session</p> <p>Daily large-scale loose parts play</p> <p><i>Curriculum goal: Sew</i> <i>Sew using a running stitch. They begin to show awareness of reduce, reuse, recycle.</i></p>	<p>See PE plan</p> <p>Movement Play Session</p> <p>Daily large-scale loose parts play</p> <p>Fine motor focus for identified children</p>	<p>See PE plan</p> <p>Movement Play Session</p> <p>Daily large-scale loose parts play</p> <p><i>Curriculum goal: Sew</i> <i>Sew using a running stitch. They begin to show awareness of reduce, reuse, recycle.</i></p>	<p>See PE plan</p> <p>Movement Play Session</p> <p>Daily large-scale loose parts play</p> <p>Handwriting focus</p>	<p>See PE plan</p> <p>Movement Play Session</p> <p>Daily large-scale loose parts play</p> <p><i>Curriculum goal: Sew</i> <i>Sew using a running stitch. They begin to show awareness of reduce, reuse, recycle.</i></p>
Communication & Language	<p>Introduction to 5L's Colourful semantics Helicopter stories</p> <p><i>Curriculum goal present: sitting listening and attending</i></p> <p><i>Curriculum goal: Make up</i> <i>The children are confident, creative and imaginative story-tellers and can make up their own story.</i></p>	<p>Talk partner work Questions where when what who How why</p>	<p><i>Curriculum goal: Make up</i> <i>The children are confident, creative and imaginative story-tellers and can make up their own story.</i></p>	<p><i>Curriculum goal: present</i> <i>The children can present information and ask/answer questions about a topic of interest.</i></p>	<p><i>Curriculum goal: present</i> <i>The children can present information and ask/answer questions about a topic of interest.</i></p> <p><i>Curriculum goal: Make up</i> <i>The children are confident, creative and imaginative story-tellers and can make up their own story.</i></p>	<p><i>Curriculum goal: present</i> <i>The children can present information and ask/answer questions about a topic of interest.</i></p>
Literacy	<p>Word reading: Daily Little Wandle Aut 1 lessons</p> <p>Writing Skills: Dominant hand Tripod grip Mark making Letter formation Name writing Giving meaning to marks</p>	<p>Word reading: Daily Little Wandle Aut 2 lessons</p> <p>Writing Skills: Writing initial sounds Writing CVC words Writing captions- dictated Writing tricky words</p>	<p>Word reading: Daily Little Wandle Spr 1 weeks 1 2, 3</p> <p>Writing Skills: Writing CVCC words Writing captions- dictated Writing tricky words Dictated sentences Using finger spaces and full stops</p>	<p>Word reading: Daily Little Wandle Spr 1 weeks 4,5, 6</p> <p>Writing Skills: Dictated sentences Dictated captions Writing tricky words Using finger spaces and full stops Using capital letters.</p>	<p>Word reading: Daily Little Wandle Spr 2 weeks 1,2, 3</p> <p>Writing Skills: Sequencing stories Writing own sentences (I can see) Describing characters (he has/is, she has/is)</p>	<p>Word reading: Daily Little Wandle Spr 2 weeks 4,5,6</p> <p>Writing Skills: Writing own sentences: I can see He/ she is The is</p>

	Writing initial sounds Introduce message centre			Extended sentences (and)	Using finger spaces, capital letters and full stops and tricky words Extended sentences (and)	Using finger spaces, capital letters and full stops and tricky words Extended sentences (and)
Mathematics	Oak Academy Maths Early Mathematical experiences lessons 1-14 Pattern and Early number Lessons 4-9 Numbers within 6 lessons 1 and 2	Counting to 6 1 more/ fewer to 6 Order 1-6 Concept of zero Composition of 5 Part-whole relationship	Composition of 6 Composition of 7 Composition of 8 Doubles Odd and even numbers	Composition of 9 Composition of 10 Odd and even numbers Doubles Length 3D shapes	Number 11 Number 12 Addend, addend, sum Addition and subtraction equations for 5 Part whole relationship Number 13 Number 14 Number 15 Number bonds to 10 as equations	Grouping and sharing linked to doubles Number 17 Number 18 Number 19 Number 20 as a double Doubles as addition and subtraction equations Pattern Positional language
Understanding the World	How I've changed Families and communities <i>Curriculum goal: Lead Children begin to show reverence and respect for sacred items. They participate in prayer and share ideas about the different reasons for prayer. They begin to make personal connections between bible stories and their own life.</i> <i>Curriculum goal: Identity: visit the church</i>	Diwali Christmas Harvest Festival Bonfire night Remembrance Day <i>Curriculum goal: Identity: visit the church</i>	Record the temperature Freezing and melting <i>Curriculum goal: lead The children can confidently lead a prayer circle. They actively participate in the religious life of the school. The children make personal connections between key bible stories and their own life.</i>	Caring for hatching eggs Comparing and contrasting the needs of different living things <i>Curriculum goal: lead The children can confidently lead a prayer circle. They actively participate in the religious life of the school. The children make personal connections between key bible stories and their own life.</i> <i>Curriculum goal: Grow Grow and harvest their own vegetable independently</i> <i>Curriculum goal: Identity: visit the church</i>	Trainspotting Tractor spotting Comparing vehicles past and present <i>Curriculum goal: lead The children can confidently lead a prayer circle. They actively participate in the religious life of the school. The children make personal connections between key bible stories and their own life.</i> <i>Curriculum goal: Identity: visit the church and the memorial garden. Role of the police.</i>	Growing a sunflower Planting and harvesting in the Sensory Garden <i>Curriculum goal: Grow Grow and harvest their own vegetable independently</i> <i>Curriculum goal: lead The children can confidently lead a prayer circle. They actively participate in the religious life of the school. The children make personal connections between key bible stories and their own life.</i> <i>Curriculum goal: Identity: visit the church and litter pick</i>
Expressive Arts & Design	Kapow: Drawing Marvellous Marks – Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus	Joint Rangoli- coloured sand Christmas crafts: sewing a cushion Reindeer food Christmas cards Decoration Curriculum goal: Sew	Kapow: Paint & Mixed Media – Paint my world Pictures of inspiration to paint Curriculum goal: Make In small group cooking activities, children follow the steps in making playdough with an adult. They independently	Kapow: Spring Craft: Petal Mandala Sun catchers Learning about the patterns, colours and symbolism of mandalas to create a suncatcher version using collected leaves and petals.	Kapow: Sculpture and 3D Creation Station: Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.	Kapow: Craft & Design: Developing cutting, threading, joining and folding skills through fun, creative craft projects.

	Drawing and colour mixing focus	Sew using a running stitch. They begin to show awareness of reduce, reuse, recycle. Nativity play Sewing and sticking focus	fill measures carefully to the top (teaspoon, tablespoon, cup etc). Cutting focus	Joining focus Drawing animals	Curriculum goal: Make Children independently make playdough. They follow visual instructions to select the correct ingredients and quantities to make their own dough.	
Focus areas	Autumn Hibernation World Mindfulness Day	Diwali Children in Need Bonfire Night Remembrance Day Christmas	Winter Valentine's Day	Easter Mother's Day	Spring World Meditation Day	Summer Father's Day World Ocean Day
Core Experiences	Hedgehog Rescue Visit Stay & play Phonics workshop Church visit	Church Visit Theatre trip Nativity play Parent Maths workshop	Music celebration Police visit Parent Writing workshop	Hatching eggs Church visit	Fire Engine visit Railway Museum at York	Gardening Mini-beast experience