



Reception Long Term Plan

	Autumn 1				Autumn 2				Spring 1				Spring 2				Summer 1				Summer 2																																																																																																																														
Text for R2W	Fiction: Star in a Jar Sam Hay Narrative: Finding story Purpose: To tell and write a finding story Non-Fiction: Posters Create: Poster to find a lost star Purpose: To inform and describe EYFS theme: Stars and Space				Fiction: Juniper Jupiter Lizzy Stewart Narrative: Superhero Story Purpose: To tell and write a superhero story Non-Fiction: Letters Information: A Letter wanting to be a sidekick Purpose: To inform EYFS theme: Superhero				Fiction: Little Red Bethan Woolvin Narrative: Traditional Tale Purpose: To tell and write a traditional tale Non-Fiction: Instructions Instructions: How to trap an animal Purpose: To instruct EYFS theme: Traditional Tales				Fiction: The Something Rebecca Cobb Narrative: Losing Story Purpose: To tell and write a losing story Non-Fiction: Information Writing Recount: Animal Information Purpose: To inform EYFS theme: Friendship and animals				Fiction: The Storm Whale Benji Davies Narrative: Friendship Story Purpose: To tell and write a friendship story Non-Fiction: Poetry Poems: Sea creature poems Purpose: To describe EYFS theme: Seaside				Fiction: The Extraordinary Gardener Sam Boughton Narrative: transformational story Purpose: To tell and write a transformational story Non-Fiction: Instructions Instructions: How to grow a plant / vegetable Purpose: To instruct EYFS theme: Growing																																																																																																																														
Phonics	<table><tr><td rowspan="3">TERM 1</td><td>s a t p</td><td>i n</td><td>m d g</td><td>o c k c k</td><td>e u r</td><td>h b</td><td>f f f l l l s s</td><td>j v w x</td><td>y z z z q u</td><td>ch sh th w th n g</td><td>Long oo</td><td>ar</td></tr><tr><td>a, at, as</td><td>in, it, is I, an</td><td>and, am dad</td><td>to, into, go no, the</td><td>get, dog, can, got, on, not, cat</td><td>up, mum put, had oh, him his, big has</td><td>he, she me, we be, of</td><td>if, off, you my, they for</td><td>will, all went, was from help</td><td>too, her with, are yes</td><td>then, them that this said</td><td></td></tr><tr><td colspan="6">ASSESSMENT 1</td><td colspan="6">ASSESSMENT 2</td></tr></table>												TERM 1	s a t p	i n	m d g	o c k c k	e u r	h b	f f f l l l s s	j v w x	y z z z q u	ch sh th w th n g	Long oo	ar	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said		ASSESSMENT 1						ASSESSMENT 2						<table><tr><td rowspan="3">TERM 2</td><td>oo (u)</td><td>ow</td><td>ee</td><td>ur</td><td>ai</td><td>or</td><td>oa</td><td>er</td><td>igh</td><td>air</td><td>oi</td><td>ear ure</td></tr><tr><td>look now down</td><td>look now down</td><td>see going just have</td><td>see going just have</td><td>it's do so</td><td>it's do so</td><td>come some were one</td><td>come some were one</td><td>like, by when little what</td><td>like, by when little what</td><td>day away play children</td><td>day, away play children</td></tr><tr><td colspan="6">ASSESSMENT 3</td><td colspan="6">ASSESSMENT 4</td></tr></table>												TERM 2	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	oi	ear ure	look now down	look now down	see going just have	see going just have	it's do so	it's do so	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	day, away play children	ASSESSMENT 3						ASSESSMENT 4						<table><tr><td rowspan="3">TERM 3</td><td>CVCC</td><td>CCVC</td><td>CVC+ <small>with previously taught graphemes</small></td><td>CVC+ <small>with previously taught graphemes</small></td><td>CCVCC</td><td>CCVCC</td><td>CVC+ <small>polysyllabic</small></td><td>CVC+ <small>compound words</small></td><td>CCC onset words CCVCC+ <small>with previously taught graphemes</small></td><td>CCVCC+ <small>with previously taught graphemes</small></td><td>CVC+ HFW</td><td>CVC+ HFW</td></tr><tr><td></td><td></td><td>your here saw</td><td>your here saw</td><td>time out house about</td><td>time out house about</td><td><small>Blending Segmenting</small> made make came</td><td><small>Blending Segmenting</small> I'm very old</td><td><small>Blending Segmenting</small> called asked looked</td><td><small>Blending Segmenting</small> their our</td><td><small>Blending Segmenting</small> Mr, Mrs don't</td><td><small>Blending Segmenting</small> people could</td></tr><tr><td colspan="6"></td><td colspan="6">ASSESSMENT 5</td></tr></table>												TERM 3	CVCC	CCVC	CVC+ <small>with previously taught graphemes</small>	CVC+ <small>with previously taught graphemes</small>	CCVCC	CCVCC	CVC+ <small>polysyllabic</small>	CVC+ <small>compound words</small>	CCC onset words CCVCC+ <small>with previously taught graphemes</small>	CCVCC+ <small>with previously taught graphemes</small>	CVC+ HFW	CVC+ HFW			your here saw	your here saw	time out house about	time out house about	<small>Blending Segmenting</small> made make came	<small>Blending Segmenting</small> I'm very old	<small>Blending Segmenting</small> called asked looked	<small>Blending Segmenting</small> their our	<small>Blending Segmenting</small> Mr, Mrs don't	<small>Blending Segmenting</small> people could							ASSESSMENT 5					
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Maths	Match objects and pictures Identify sets Sort objects Explore sorting techniques Create sorting rules Compare amounts Compare size Compare mass Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns Find 1,2,3 Subitise 1,2,3 1 more 1 less Composition of 1,2,3				Identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night				Introduce zero Find 0-5 Subitise 0-5 Represent 0-5 1 more 1 less Composition Conceptual subitising to 5 Compare mass Find a balance Explore capacity Compare capacity Find 6,7,8 Make pairs – odd and even Double to 8 (find a double) Double to 8 (make a double) Combine two groups Conceptual subitising				Explore length Compare length Explore height Compare height Talk about time Order and sequence Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 (2 parts) Make arrangements of 10 Bonds to 10 (3 parts) Doubles to 10 (find a double) Doubles to 10 (make a double) Explore even and odd Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns				TBC																																																																																																																																		

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RE	<p><u>Harvest</u></p> <p>Giving thanks to God for His wonderful creation and harvest. To widen pupils understanding of the world and where food comes from.</p> <p>Godly Play: Parable of the Sower</p>	<p><u>UC - Why do Christians perform the nativity at Christmas?</u></p> <p>Exploring how God came to earth as Jesus Christ. Understanding that people are God’s treasured possessions and are precious to God.</p>	<p><u>Stories Jesus Told</u></p> <p>Jesus told important stories called parables. These stories can be found in the Bible. Jesus told these stories to teach us about God and how to live our lives: The Good Samaritan, The Lost Sheep, Wise and Foolish Builders.</p>	<p><u>UC - Why do Christians put a cross in an Easter Garden?</u></p> <p>The Bible tells the story of salvation, of how Jesus came to earth to ‘seek and save the lost’, and he helped all he met. The cross is a reminder of Jesus’ death, and that putting things right can be costly.</p>	<p><u>Prayer</u></p> <p>Hearing stories about people in the Bible praying to God e.g. Daniel and Jonah. The story of Jesus teaching his disciples the ‘Lord’s Prayer’. Discussion about ways in which people of other faiths pray.</p>	<p><u>My special places</u></p> <p>Creating a special place. Talking about special places in the children’s own experiences indoors and outdoors. Visiting the church and talking about why the church is special. Choosing special places to visit in travel brochures.</p>
	<p><u>Islam</u> will be studied throughout the year alongside Christianity units - What does it mean to be a Muslim?</p>					
UTW	<p><u>Seasons</u></p> <p>I know how to identify that it is Autumn, Winter, Summer and Spring</p> <p>I know how to identify seasonal colours</p> <p>I know that lots of new life begins in the Spring time</p> <p>I know how to choose appropriate clothing for the seasons</p>	<p><u>Animals</u></p> <p>I know that different animals have different body parts (some have no legs, some have lots)</p> <p>I know that different animals like different foods and live in difference places</p> <p>I know that some animals are big and some animals are small</p> <p>I know that butterflies do not start out looking like butterflies (undergo metamorphosis)</p> <p>I know how to talk about different places an animals might live</p> <p>I know that some animals hibernate</p> <p>I know that some animals are adapted to live under the sea and that humans are adapted to live on land</p> <p>I know that if I wash my hands then that will kill off germs</p> <p>I know about the importance of a healthy diet</p> <p>I know I cannot eat unhealthy foods like chips and pizza everyday and I need a variety of food</p> <p>I know about the importance of a healthy exercise regime</p>	<p><u>Potions and Materials</u></p> <p>I know that objects are made from different materials</p> <p>I know about similarities and differences in relation to places, objects, materials and living things</p> <p>I know how to about the features of my immediate environment and how environments might vary from one another</p> <p>I know how to make observations of animals and plants and explain why some things occur, and talk about changes</p>	<p><u>Powers</u></p> <p>I know that magnets sticky without being sticky.</p> <p>I know magnets stick to certain materials (metals)</p> <p>I know how to find an object which a magnet will stick to</p>	<p><u>Habitats</u></p> <p>I know about similarities and differences in relation to living things and their habitats</p> <p>I know how to talk about the features of my own immediate environment and how environments might vary from one another</p> <p>I know how to make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p><u>Plants</u></p> <p>I know that plants need sun to grow</p> <p>I know that plants need water to grow</p> <p>I know that most plants need soil and nutrients to grow</p> <p>I know some plants grow from seeds</p>
EAD	<p><u>Art</u>- Portraits</p> <p>Explore the role of outlines to make features and thick and thin</p>	<p><u>DT</u>- Diva lamps</p> <p>Use a variety of tools to sculpt a lamp and carve patterns. Mix</p>	<p><u>Art</u>- Combining media to produce an arctic collage. Roll, tear, splatter, print, scrunch.</p>	<p><u>DT</u>- Large scale design projects using recycled materials.</p>	<p><u>Art</u>- Still life drawings. Selecting between crayon, pencil and paint for best effect. Using</p>	<p><u>DT</u>- Baking bread. Basic food hygiene, measuring, weighing, scooping, mixing, kneading.</p>

Friendship – Respect – Joy – Compassion – Forgiveness – Courage

	brushes for adding detail. <u>Music</u> - Me! Listening and responding to unfamiliar genres. Learn and perform a nursery rhyme. Learn to find a beat.	paint with glue to make a glaze. <u>Music</u> - My Story! Listen and begin to appraise with simple sentence stems. Learn and perform a nursery rhyme. Name basic percussion instruments and use to find a simple beat. Perform.	<u>Music</u> - Everyone! Listen and appraise. Able to use key terminology (loud, quiet, instrument, singing, beat). Use a percussion instrument with care and control. Identify and name based on sound alone. Perform.	Able to select equipment, materials and techniques independently to make an end product after modelling. <u>Music</u> -Our World! Listen and appraise. Able to identify some instruments heard within a song. Learns and performs a nursery rhyme with an instrumental section. Knows when to start andstop. Basic rhythm and beat.	outlines. Taking account of object placement. <u>Music</u> - Big Bear Funk! Listen and appraise with clear reasoning why they like or dislike a piece. Able to use a glockenspiel with care, hitting one bar at a time to produce a beat. Perform.	<u>Music</u> - Reflect. Rewind. Replay! Basic music notes to play a simple nursery rhyme on the glockenspiel. Perform.
PD	PE- Multi skills- throwing Practice and refine movement skills they have already acquired Develop small motor skills to use tools independently and safely Attempt to manage own hygiene	PE- Invasion games Develop control when moving. Develop overall body strength, balance, co-ordination and agility Develop core strength Develop the skills to manage the school day- dressing and undressing, putting own shoes on.	PE- Athletics Develop core muscle strength and posture Combine different movements with ease Establish the correct pencil grip and posture for writing To be able to put on and take off own coat.	PE- Invasion games Confidently use small and large apparatus Talk about how I can keep healthy Develop ball skills by taking part on group balls skills Begin to about different ways I can be healthy and keep active	PE- Multi skills- throwing and catching Develop body strength Develop balance when using large equipment Develop confidence and accuracy when using a ball To be able to fasten own coat Develop coordination Develop handwriting style	PE- Multi skills- kicking and receiving Refine different ways of moving- hopping, skipping etc. Demonstrates overall body strength, balance, co-ordination and agility Negotiates space and obstacles safely, considering themselves and others Hold a pencil effectively, using tripod grip Use a range of small tools Talk about different ways I can be healthy and keep active
PSHE	<u>Jigsaw: Being Me in My World</u> Who.....me? How am I feeling today? Being at School. Gentle Hands. Our Rights. Our Responsibilities	<u>Jigsaw: Celebrating difference</u> What I am good at. I'm Special. I'm Me! Families. Houses and Homes. Making Friends. Standing Up for Yourself.	<u>Jigsaw: Dreams and Goals</u> Challenge Never Giving Up. Setting a Goal. Obstacles and Support. Flight to the Future. Footprint Awards.	<u>Jigsaw: Healthy Me</u> Everybody's Body. We like to move it, move it! Food, Glorious Food. Sweet Dreams. Keeping Clean. Stranger Danger.	<u>Jigsaw: Relationships</u> My Family and Me. Make friends, make friends, never ever break friends. Falling out and bullying. Being the best friends, we can be.	<u>Jigsaw: Changing Me</u> My Body. Respecting My Body. Growing Up. Growth and Change. Fun and Fears Pt1/Pt2. Celebration.
CL	Able to sit in a circle and wait their turn to speak. Repeats modelled sentences. Begins to direct their speech at an adult. Interacts with peers during play-	Passes a talking object and speaks on their turn. Voice is audible in a group and a basic sentence is used. Interaction with peers is expressive and shows their needs and wishes.	Knows the rules of a circle and puts their hand up to speak or waits. Eye contact is made and voice is directed at listeners. Sentence is used, only sometimes needing a model or stem.	Topics of interest result in extended conversations where conjunctions are used. Questions are responded to and basic questions are asked. Peer interaction is sustained and questions are asked and	Pupils are given opportunities to explain by using why and how questions. More complex questions are being asked. Pupils arE beginning to wonder and know how to seek answers from adults.	Pupils are offering their own explanations for things, using increasing vocabulary. Questions are understood and responded to appropriately. They are able to share their feelings about things and show

	responding to direct questions and play activities.	Answers direct questions from adults and approaches them with worries or needs.	Peer interaction is back and forth, with pauses and responses from each. Adults are engaged in conversation when playing alongside. Questions are answered with basic responses.	answered during the interaction. There are clear pauses to show listening. Answers show awareness that they have listened.	Pupils are confident and will approach known adults and familiar friends. Pupils take account of what has been said, responding in an appropriate way.	some emotional literacy. Taught vocabulary is used in different contexts to show mastery.
Trips and Experiences	Christmas Grotto and farm Christmas Nativity Nature Walk		Science museum visit Ducklings hatching in class		Safari Park trip Beach day	

