



Reception Long-term plan



<p>Characteristics of Effective Learning</p>	<p>Playing and exploring: - Children investigate and experience things, and ‘have a go.’ Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges, and learn persistence.</p> <p>Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p>
<p>Overarching principles</p>	<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident, and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – they work in partnership</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p>

Theme	Marvellous Me	Autumn and Festivals	What has winter changed?	Amazing Animals	In the Garden	Seaside Places
Focused topics	Starting School My New Class New Beginnings Ourselves My family My Body How have I changed? Where do I live? Local area	Birthdays Autumn Celebrations	Winter Snow and ice Polar regions Contrasting environments Where do I live?	Farm Healthy Eating Animals around the world Animal patterns Habitats	Growing life cycles Mini beasts Habitats	Underwater worlds Travel Transport Where do I live?
'Wow' moments / Key Events	Transition Birthdays Autumn Walk	Autumn Walk Halloween Bonfire Night Diwali Remembrance Day Christmas	Winter Walk Valentine's Day Pancake Day Chinese New Year	Spring walk Farm visit Mother's Day World Book Day Ramadan Easter	Eid Al Fitr Summer walk Planting sunflowers and beans	Healthy Eating Week World Environment Day Eid al Adha Transition Sports Day
Talk Through Stories Texts	Ruby's Worry The Rainbow Fish Cottonwool Colin Five Minutes Peace	Room on the Broom Owl Babies The Squirrels who Squabbled One Snowy Night Stick Man	Perfectly Norman Zog Burglar Bill A Little Bit Brave	I'm in Charge Farmer Duck Handa's Hen	The Extraordinary Garden The Wall and the Wild On the way home Mog and the Forgetful Cat	Leo and the Octopus How to be a Viking Hugless Douglas The Wonkey Donkey
Other Key texts	The Colour Monster Dear Zoo We're Going on a Bear Hunt The Gruffalo	Billy and the Beast Where is Dragon? Funnybones The Nativity Story	Backyard Fairies We're Off to find a Fairy Freddy and the Fairy	Baby Goz The Tiger Who Came to Tea Dogger Elmer	The Very Hungry Caterpillar Tiny Seed Avocado baby	Shark in the Park Hey, Water! What happened to you? Listen: how Evelyn Glennie, a deaf girl, changed percussion
C and L	Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, circle times, PSED sessions, story sessions, singing, speech and language interventions, assemblies and other interventions where required.					
	<p>Talk, discussion, stories, songs, nursery rhymes and poems.</p> <p>Large group, small group, one to one talk related to curriculum content and activities, children's shared experiences.</p> <p>Adults modelling language throughout the day: "Good morning!" "Thank you!" "How are you?" "Please could you pass me...?" etc.</p> <p>Listen to a range of language to build familiarity, understanding and increase vocabulary.</p> <p>Increasingly sustained focus when listening and appropriate response.</p> <p>Ability to speak in sentences and use language to develop relationships.</p> <p>Describing events and situations with appropriate vocabulary and increasing detail, increasing narrative skill with appropriate vocabulary.</p> <p>Understanding and using question words such as what, where, who, etc.</p>					

Self- regulation Managing self Building relationships	Adapting to a new routine and new setting. Getting to know ourselves and each other. Trying new things and showing resilience. Supporting children to form relationships with peers and with working adults.	Challenging our skills in sharing, turn-taking and waiting. Understanding the need for rules and how to adapt to them. Strengthening our new relationships and being confident to initiate conversations and ideas.	Setting and working towards goals. Building early independence and finding strategies to help ourselves in our work. Understanding a world outside of our own.	Learning new things and sharing my ideas, following instructions and giving appropriate attention. Looking after myself by making healthy choices. Understanding the importance of role models and historical figures.	Accepting difficulties and other people's needs understand our role in helping others, showing resilience/bouncing back when things get tricky.	Getting ready for the next transition. Coping with change and expectations. Finessing my independence skills. Looking after the world/animals within in.
PSHE <i>Think Equal EYFS Programme</i>	I Have A Strong Sense of Who I Am	I Am Able to Look After Myself	I Am Able to Look After Others	I Am Able to Contribute and Create	I Am A Critical Thinker	I Am Able to Communicate
Literacy - Comprehension	Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
Literacy – reading Phonics – <i>Read Write Inc</i>	Begin to hear general sound discrimination. Read individual letters by saying the sounds for them. Begin to orally blend.	Read individual letters by saying the sounds for them. Orally blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to our RWI phonics programme	Read individual letters and some digraphs by saying the sounds for them. Blend sounds into words, so that they can read short words and short sentences made up of known lettersound correspondences. Read a few common exception words matched to the RWI phonics programme.	Read individual letters and some digraphs and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words matched to the RWI phonics programme.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words matched to the RWI phonics programme.	Read some letter groups that each represent one sound and say sounds for them. Read sentences made up of words with known letter-sound correspondences. Re-read what they have written to check that it makes sense
Literacy- writing	<i>The Gingerbread Man</i>	<i>I'm Going to eat this Ant</i>	<i>Naughty Bus</i>	<i>The Journey Home</i>	<i>Silly Doggy</i>	<i>Supertato</i>

<p><i>Pathways Literacy – The Literacy Company</i></p> <p><i>Letter-join handwriting</i></p>	<p>Use some of their print and letter knowledge in their early writing</p> <p>Handwriting: Pre-writing patterns</p>	<p>Spell words by identifying the sounds and then writing the sound with letter/s. Form lower-case letters correctly. Re-read what they have written to check that it makes sense.</p> <p>Handwriting: Pre-writing patterns</p>	<p>Form lower-case letters correctly. Write short sentences with words with known soundletter correspondences. Spell words by identifying the sounds and then writing the sound with letter/s. Re-read what they have written to check that it makes sense.</p> <p>Handwriting: Easy Letters and Easy Words</p>	<p>Form lower-case and some capital letters correctly. Write short sentences with words with known soundletter correspondences. Re-read what they have written to check that it makes sense.</p> <p>Handwriting: Easy Letters and Easy Words</p>	<p>Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Handwriting: Harder Letters and Harder Words</p>	<p>Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letters. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>Handwriting: Harder Letters and Harder Words</p>
<p>Mathematics</p> <p><i>White Rose Education</i></p>	<p>Getting to know you</p> <p>Match, sort and compare</p> <p>Talk about measure and pattern</p>	<p>It's me 1,2,3</p> <p>Circles and triangles</p> <p>1,2,3,4,5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6, 7, 8</p>	<p>Length, height and time</p> <p>Building 9 and 10</p> <p>Explore 3-D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p>
<p>PD</p>	<p>Cooperation and Moving Gross Motor: Cooperation games i.e., parachute games. Climbing on outdoor equipment. Different ways of moving to be explored with children. Help individual children to develop good personal hygiene. Provide regular reminders about thorough handwashing and toileting.</p> <p>Fine Motor: Dough activities. Daily name writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Manipulate objects with good fine motor skills. Show preference for dominant hand. Draw lines and circles using gross motor</p>	<p>Ball Skills and Wheeled Toys Gross Motor: Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities. 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.</p> <p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand</p>	<p>Ball Skills and Moving to Music Gross Motor: Ball skills - aiming, dribbling, pushing, throwing & catching, patting, or kicking. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics / Balance.</p> <p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Begin to form letters correctly. Handle tools, objects, construction, and malleable materials with increasing control. Encourage children to draw freely. Holding</p>	<p>Balance Gross Motor: Balance- children moving with confidence dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide, and bounce.</p> <p>Fine Motor: Daily name/CVC writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed.</p>	<p>Obstacles Gross Motor: Obstacle activities children moving over, under, through and around equipment. 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. Dance / moving to music.</p> <p>Fine Motor: Daily name/CVC/sentence writing activities. Threading, cutting, weaving, playdough, Finger Gym activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. Cut along a straight line with scissors / Start to cut</p>	<p>Team games Gross Motor: Races / team games involving gross motor movements dance related activities. Gymnastics / Balance</p> <p>Fine Motor: Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build</p>

	movements. Hold pencil/paint brush beyond whole hand grasp. Pencil Grip – encourage tripod grip	Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Small Items / Button Clothing / Cutting with Scissors.		along a curved line, like a circle / Draw a cross.	things with smaller linking blocks, such as Duplo or Lego.
Understanding the world Science	Autumn – differences and changes over time: weather, animals and plants. Healthy body and mind. Ourselves – name parts of the body. How have I changed?	Autumn – differences and changes over time: weather, animals and plants. Healthy body and mind.	Winter – differences and changes over time: weather, animals and plants. Healthy body and mind. Melting ice experiments. Polar region and animals. Comparing polar regions to their local environment.	Spring – differences and changes over time: weather, animals and plants. Healthy body and mind.	Summer – differences and changes over time: weather, animals and plants. Life cycles Planting sunflowers, beans and other flowers /veg. Observing minibeasts. How we can care for the natural world around us.	Summer – differences and changes over time: weather, animals and plants. How we can care for the natural world around us.
Understanding the world History	Have some understanding of past and present. Their past and their life as a baby. Know and understand that we change and grow over time. Who is in my family? Talk about members of their immediate family and the relationship to them. Exploring homes now and in the past. Songs from the past.	Find out about key historical events and why and how we celebrate today - Bonfire night, Diwali, Remembrance Day, Christmas. Songs from the past.	Find out about key historical events and why and how we celebrate today - Valentine’s Day, Shrove Tuesday, Chinese New Year. Songs from the past.	Find out about key historical events and why and how we celebrate today – Ramadan, Mother’s Day, Easter Songs from the past.	Find out about key historical events and why and how we celebrate today - Eid Al-Fitr, Exploring schools now and in the past. Songs from the past.	Find out about key historical events and why and how we celebrate today – World Environment Day, Eid al Adha Exploring seaside holidays now and in the past. Exploring transport now and in the past. Songs from the past.
Understanding the world Geography	Describing the environment around them. Can they locate their home and school on google maps? Features of the school grounds and building. Features of the area around school. Talk about places they have been with their family.	Autumn walk - describing the environment around them. Use world maps to show children where some stories are based. Festival customs around the world. Use the Jolly Postman to draw information from a map and begin to understand why maps are important.	Winter walk - describing the environment around them. Use world maps to show children where some stories are based. Festival customs around the world-look where China is a on map. Compare UK and polar regions on maps. Music from around the world.	Spring walk - describing the environment around them. Use world maps to show children where some stories are based. Festival customs around the world. What are schools like around the world? Music from around the world. Art from around the world.	Summer walk -describing the environment around them. Use world maps to show children where some stories are based. Festival customs around the world. Exploring the differences between land and water – maps Music from around the world. Art from around the world.	Contrasting environments in the UK, Manchester and seaside, places they have visited -maps. Passports, visiting places outside the UK. Music from around the world. Art from around the world.

	<p>Music from around the world.</p> <p>Art from around the world.</p>	<p>Music from around the world.</p> <p>Art from around the world.</p>	<p>Art from around the world.</p>			
Expressive arts and design	<p>Use of the continuous provision and how to use the creative and making area.</p> <p><i>Kapow DT: Structures junk modelling</i></p> <p>Mixing colours and exploring textures.</p> <p>Listen to various kinds of music and respond.</p> <p>Singing songs and learning some familiar songs.</p> <p>Perform songs, rhymes, poems with others.</p> <p>Experiment with instruments and simple composition.</p> <p>Role-play – home corner. Use of small world play equipment.</p>	<p>Exploring ideas and equipment in the creative and making area.</p> <p><i>Kapow Art: Drawing: Marvellous Marks</i></p> <p>Mixing colours and exploring textures.</p> <p>Listen to various kinds of music and respond.</p> <p>Singing songs and learning some familiar songs.</p> <p>Perform songs, rhymes, poems with others.</p> <p>Experiment with instruments and simple composition.</p> <p>Role-play – home corner (enhanced with Christmas)</p>	<p>Exploring ideas and equipment in the creative and making area.</p> <p><i>Kapow DT: Textiles: Bookmarks</i></p> <p>Mixing colours and exploring textures.</p> <p>Singing songs and learning some familiar songs.</p> <p>Perform songs, rhymes, poems with others.</p> <p>Experiment with instruments and simple composition.</p> <p>Role-play – Chinese restaurant (Chinese New Year week)</p> <p>Small world play – arctic world</p>	<p>Exploring ideas and equipment in the creative and making area.</p> <p><i>Kapow Art: Painting and mixed media: Paint my world</i></p> <p>Mixing colours and exploring textures.</p> <p>Listen to various kinds of music and respond.</p> <p>Singing songs and learning some familiar songs.</p> <p>Perform songs, rhymes, poems with others.</p> <p>Experiment with instruments and simple composition.</p> <p>Role-play – farm shop.</p> <p>Small world play – farmyard.</p>	<p>Exploring ideas and equipment in the creative and making area.</p> <p><i>Kapow DT: Structures: Boats</i></p> <p>Mixing colours and exploring textures.</p> <p>Listen to various kinds of music and respond.</p> <p>Singing songs and learning some familiar songs.</p> <p>Perform songs, rhymes, poems with others.</p> <p>Experiment with instruments and simple composition.</p> <p>Role-play – garden centre.</p> <p>Small world play – make a garden.</p>	<p>Exploring ideas and equipment in the creative and making area.</p> <p><i>Kapow Art: Sculpture and 3D: Creation station</i></p> <p>Mixing colours and exploring textures.</p> <p>Listen to various kinds of music and respond.</p> <p>Singing songs and learning some familiar songs.</p> <p>Perform songs, rhymes, poems with others.</p> <p>Experiment with instruments and simple composition.</p> <p>Role-play – under the sea. Small world play – underwater.</p>
RE	Which stories are special and why?	Which people are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world?