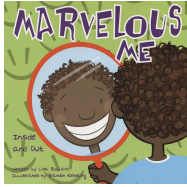
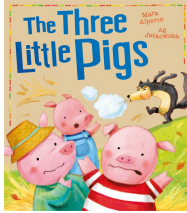
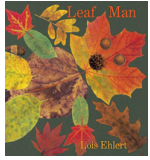



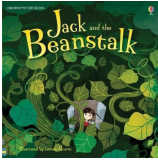

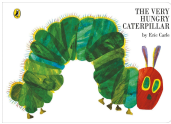
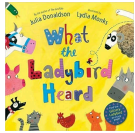




Long Term Plan- Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me - Homes and Families	Celebrations	Bears	Growth / People that help us	Animals	Our world
Books	 	 	 	 	 	 
Literacy	<p>Write some letters accurately</p> <p>Write some or all of name</p> <p>Give meanings to their marks</p> <p>Recognise their</p>	<p>Copy name accurately and attempt independently</p> <p>Hearing the initial sound and representing it in their writing</p> <p>Forms some recognisable letters (in line with SSP)</p> <p>Cross midline in large gross</p>	<p>Write name independently with correct formation in a line.</p> <p>Begins to write short captions with adult modelling and support</p> <p>Make relevant comments about a shared text</p> <p>Answers questions accurately about a text</p> <p>Read stories, anticipate key events and retell</p>	<p>Forms most letters correctly in the alphabet</p> <p>To begin to spell common exception words in their writing related to SSP</p> <p>Forms most capital letters.</p> <p>Use book related vocabulary during discussions</p>		

	<p>name Extended conversations about stories Might begin to make a prediction about a story Large scale drawings</p>	<p>motor pre-writing activities Use a comfortable pencil grip and sufficient pressure to mark make Re-read books to build up confidence Makes simple predictions about a story Join in with repeated refrains and retell parts of a familiar story Labelling Writing cards</p>	<p>Story maps, lists, invitations</p>	<p>Labels, captions, speech bubbles, sentences ELG's Comprehension, Word Reading and Writing</p>
<p>Communication and Language</p>	<p>Understand a two-part instruction Talk about a familiar story Enjoys listening to a longer story Can sing a simple song Use longer sentences of 4-6 words/ begins to use sentences majority of the time Start to listen to an adult and respond appropriately Can use talk to sequence ideas and events Beginning to experiment with tenses (may not be accurate)</p>	<p>Understand how to listen carefully and why it is important Listen and respond in a small group Listen and beginning to recall key events in the familiar story Engage in story times and listen carefully to rhymes and songs Beginning to use some new vocabulary Develop social phases Can shift attention when asked Can understand and answer a why question Understand some prepositions e.g. stand behind an use some sentences with clauses, such as 'and'</p>	<p>Mostly listen and respond in whole class (gets the gist of what the class discussion is) Develop some story lines and narratives in play Retell a familiar story with deep familiarity Listen and talk about stories Can use sentences with clauses such as and/ because Can use these to explain thinking Begin to ask and answer more complex questions Can explain why things happen and Mostly use correct tenses Links statements to main ideas and themes (doesn't go off on a tangent) Describes some events in some detail Use recently learnt vocabulary e.g. subject specific</p>	<p>Articulate their ideas and thoughts in well-formed sentences. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ELG's - Listening and attention and Speaking</p>

Phonics	<p>Phase 1 Phonics Introduction to ELS phonics.</p> <p>Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sounds orally</p>	<p>Phase 2 - Essential Letters and Sounds</p> <p>Demonstrate good awareness of phase 1 skills (foundations of phonics) orally blending CVC words orally blending CVC words Recognise half or more of the taught sounds related to SSP</p>	<p>Phase 3 Essential Letters and Sounds</p> <p>Write CVC words to match the SSP (systematic synthetic phonics scheme) representing it in their writing independently Make phonetically plausible attempts at writing words using GPCs they are familiar with. Read some taught common exception words related to SSP Blend written graphemes (matched to SSP) in written words Recognise half or more of the taught sounds related to SSP</p>	<p>Phase 4 and intro to Phase 5 Essential Letters and Sounds</p> <p>Reads simple words and phrases consistently with their own phonic knowledge and SPP,,</p> <p>ELG - Word reading/Writing</p>

<p>Maths</p>	<p>Subitise to 3 Recite number to 5 Know the last number reached is how many there are (cardinal principle) to 5 Finger amounts to 5 Count 1:1 objects to 5 Recognise numbers to 5 and match objects to the numeral Select shapes, name 2D shapes, make continued patterns with shapes. ABAB patterns Compare quantities and identify groups with more or fewer items Recites number names in sequence beyond 5</p>	<p>More consistency when subitising numbers to a maximum of 6 Recognise numbers to 5 Count objects actions and sounds to 5 Recall some number bonds to 5 Select shapes, name 2D shapes, make continued patterns with shapes. ABAB patterns Compare quantities with an obvious difference and identify groups using the terms more/ fewer/ greater / less same Recites number names in sequence to 10 and beyond</p>	<p>More fluent in subitising small numbers and regular arrangements (tens frame) Recognise numbers to 10 Recalling some number bonds to 10 Count objects to 10 Recall number bonds to 5 including some subtraction facts to 5 Compare size, height and weight. Begins to recognise and use the term equal Recites numbers to 20</p>	<p>Explore number composition to 10 Capacity Explores patterns odds/evens/ doubles ELG's - Number and Numerical Patterns</p>
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<p>Understanding the World - Science based</p>	<p>Talk about what they can see - Autumn and seasonal changes. Explore how things work</p> <p>Introduction to forest school</p>	<p>Hands on experiences outside - forest school</p> <p>Seasonal changes - Autumn to Winter</p>	<p>Explore natural processes - freezing and melting</p> <p>Seasonal spring changes – Observational drawings of animals/plants</p>	<p>Explore natural processes- growing plants from seed.</p> <p>Explore weather and seasonal changes.</p>	<p>Draw pictures of natural world - animals and plants</p> <p>Identify and name minibeasts – Draw minibeasts and plants</p>	<p>Natural processes - heat Water - floating and sinking</p>
<p>Understanding the World - History based</p>	<p>Talk about family photos - compare an old photo and a current one. Talk about own life history Past and present artefacts home/school/toys</p>	<p>Comment on familiar situations in the past - compare and contrast celebrations.</p>	<p>Comment on past - old teddy bears</p> <p>Compare to older bears that family members may have or photos</p>	<p>Baby photos – looking at changes/growth over time</p>		<p>Understand how London has changed. Know who the Queen was/King is. Name some important historic landmarks.</p> <p>Look at similarities and differences between seaside holidays in the past and present.</p> <p>Look at differences in holiday transport in the past and present.</p>

<p>Understanding the World - Geography based</p>	<p>Use senses to explore materials hands on. Name some countries of the world.</p> <p>Cultural differences around the world – looking at and comparing homes around the world Maps of local area – children to look at local area - look on street view Talk about what the children see around their area Draw simple maps.</p>	<p>Explore nature - make contrasts Make observations about local area. Use a map to find information Make comparisons about home life in other countries - NF texts</p>	<p>Bears around the world – types of bears in different countries. Environments – where do bears live? Use maps to compare different areas of the world</p>	<p>Compare other countries. - explain some similarities and differences - stories and NF Compare natural environments around the world Use maps to compare countries and draw information Farming link – how vegetables are grown, where do they come from? Local farm produce. What is grown around the world?</p>	<p>Mini beasts around the world – look at map to see where insects live other than this country. Compare and contrast</p> <p>Map work linked to Henry’s Map and What the ladybird heard.</p>	<p>Look at similarities and differences between different communities in this country - Look at life in other countries - countries we may go to on holiday and areas with oceans/deserts London Look at where the King lives in London Look at aerial maps of London on Google Earth Compare other countries. - explain some similarities and differences - stories and NF Compare natural environments around the world Use maps to compare countries and draw information</p>
<p>EAD - Art based</p>	<p>Create closed shapes with lines Draw a face with a circle and some details Join two materials</p>	<p>Colour mix with primary colours Join with glue Draw a face with eyes, nose, mouth and hair</p>	<p>Work collaboratively Join with tape Draw bears Artist studies - recreations</p>	<p>Work collaboratively Join with tape</p>	<p>Express feelings Draw insects Colour mixing</p>	<p>Collaborative art Express feelings through art</p>
<p>EAD - Music based</p>	<p>Listen to sounds with increased attention. Sing entire songs from memory Homes & families - sharing favourite</p>	<p>Sing in a group following a melody. Move to music. World Nursery Rhyme Week Christmas – singing and performing</p>	<p>Match pitch and melody when singing in a group or on own. Talk about feelings in response to music. Listen to music from other countries -</p>	<p>Match pitch and melody when singing in a group or on own. Talk about feelings in response to music.</p>	<p>Talk about changes and patterns as music develops Children experience music and dance from around the world</p>	<p>children experience music and dance from around the world - dependent on their experiences and knowledge</p>

	<p>songs/nursery rhymes Phase 1 phonics - instruments, clapping in time to music, body percussion, pitch & rhythm</p>					
<p>UTW - R.E based</p>	<p>Have a developing positive attitude about the differences between people</p> <p>SACRE - Growing together</p> <p>Caring and taking care</p> <p>Festivals and Celebrations - Harvest</p>	<p>Understand that some places are special to members of their community. Churches Recognise that people have different beliefs and celebrate special times in different ways. Christmas Divali Homes & families - looking at cultural differences/experiences SACRE - Festivals and Celebrations - Diwali and Christmas / Growing together</p>	<p>Understand that some places are special to members of their community. SACRE - Festivals and Celebrations Chinese New year - how is it celebrated, story behind, puppets, make cards, cooking, make up a dance.</p> <p>SACRE - Growing together - Talk about places of worship - look at, visit, draw pictures</p>	<p>Understand that some places are special to members of their community. Mosques Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>SACRE - Festivals and Celebrations - Discuss how Shrove Tuesday is celebrated, cooking - discuss Christian promise at Lent Ramadan - Eid</p> <p>SACRE - Caring and taking care link to plant growth and mother and baby</p>	<p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Eid SACRE -Festivals and celebrations - Discuss how Easter is celebrated, cooking, story, cards</p> <p>End of Ramadan - Discuss how it is celebrated, cooking, story, cards. Eid - Look at sacred book - Qu'ran SACRE - Caring - who helps us in our lives? Write a thank you card. Link to the belief that God helps us.</p>	<p>UTW - People and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <p>SACRE - Caring</p> <p>SACRE - Creation stories from different religions - look at sacred books</p>
<p>PSED inc Jigsaw</p>	<p>Select and use activities and resources. Follow some rules. Talk about some feelings. Show an awareness of other feelings Settle at some activities for a while. Mostly dry</p>	<p>Can independently get resources Increasingly follow rules Show an understanding of others feelings and ideas</p> <p>Give a simple explanation of why they are feeling that feeling</p> <p>Beginning to manage own feelings without support (co-regulation) Listen to each other Beginning to persevere when faced with difficulties/ activities Can explain hygiene practices. Dress independently Play cooperatively</p>			<p>Begins to play simple games with others (teams games) Explain reasons for rules (not necessarily follow) Show sensitivity to others feelings Focus attention</p> <p>Jigsaw scheme - Relationships</p> <p>Jigsaw scheme - Changing me</p>	

	<p>Can take part in pretend play Play alongside others</p> <p>Jigsaw scheme - Being me in my world</p>	<p>Jigsaw scheme - Dreams and Goals</p> <p>Jigsaw scheme - Healthy Me</p>		<p>ELG's - self regulation, managing self and building relationships</p>
<p>Physical Development inc P.E lessons</p>	<p>Show core strength when sitting Steady on their feet</p> <p>Attempt to skip, hop, stand on one leg and cross midline Walk up stairs alternating feet Can negotiate space in the classroom safely (e.g. not bump into others) Uses large muscle movement eg use scarves Can grasp and release with two hands to throw and try and catch a ball</p> <p>P.E lessons Locomotion: Walking - walk, hop, run, jog, march, jump Ball skills: Feet - Cross the midline Gymnastics: Moving - Cross the midline, stand on one leg</p> <p>May show preference for dominant hand Use a comfortable pencil grip to mark make Snip with</p>	<p>Develop core muscles to sit at a table Able to climb and walk on uneven surfaces Show coordination when climbing and demonstrate balance</p> <p>P.E lessons Locomotion: Walking - walk, hop, run, jog, march, jump Ball skills: Feet - Cross the midline Gymnastics: Moving - Cross the midline, stand on one leg</p> <p>Drawing shapes Has a preference for dominant hand Use a comfortable pencil grip and sufficient pressure to mark make Uses scissors safely Look for gross motor skill see above (elbow, shoulder and wrist) Begins to use a range of small tools Begins to effectively use a fork when eating</p>	<p>Run around obstacles Can demonstrate strength balance and coordination Skip Dance to music Uses new equipment appropriately and safely Jump off an object safely Increasing control over an object eg pushing patting throwing catching and kicking</p> <p>P.E lessons Locomotion: Walking - walk, hop, run, jog, march, jump Ball skills: Feet - Cross the midline Gymnastics: Moving - Cross the midline, stand on one leg</p> <p>P.E lessons Dance - Dance to music Games for understanding - Run around obstacles, skip Ball skills: Hands</p> <p>Uses a preferred/ dominant hand with control and effectively Form recognisable shapes and draw lines and circles eg pre handwriting shapes Cut straight lines. Begins to using elbow in thumb up technique Uses a range of small tools and can isolate using wrist Use forks effectively to feed themselves and begins to use a knife to attempt to cut</p>	<p>Demonstrate spatial awareness when running adjusting speed and direction Sits for prolonged periods using core strength Hop and skip confidently</p> <p>P.E lessons Dance - Dance to music Games for understanding - Run around obstacles, skip Ball skills: Hands</p> <p>P.E lessons Dance - Dance to music Games for understanding - Run around obstacles, skip Ball skills: Hands</p> <p>Drawing carefully Has a functional pencil grip</p>

	scissors Look for Gross motor skills see above (elbow, shoulder) Some awareness to use cutlery			
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