

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 |
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| Topic/Theme | All About Me | Let's Celebrate! | Superheroes | Under the Sea | Once Upon a Time... | Amazing Animals |
| Key Texts | Pete the Cat: Rocking in my School Shoes Elmer We are Family Once there were Giants Mr Man and Little Miss stories Peepo! | Funnybones Kipper's Birthday The Scarecrow's Wedding The Nativity Christmas Stories Dear Santa The Snowman Diwali (non-fiction) texts | Supertato Superworm The Very Unhealthy Wolf 10 Little Superheroes People who help us (non-fiction) texts Chinese New Year (non-fiction) texts | Commotion in the ocean The Rainbow Fish Sharing a Shell The Snail and the Whale Lucy and Tom at the Seaside The Teeny Weeny Tadpole Somebody Swallowed Stanley Range of water-themed (non-fiction) texts. Life cycle of a frog (non-fiction) texts | Goldilocks and the Three Bears The Gingerbread man Jack and the Beanstalk The Enormous Turnip St. George texts The Queen and The King (non-fiction) texts Plant-themed (non-fiction) texts) | The Tiger who came to Tea Don't Wake the Bear Hare! Dear Zoo Monkey Puzzle Farmyard Hullabaloo Mad About Minibeasts! The Very Hungry Caterpillar Range of Life-cycle and animal (non-fiction) texts Somebody Crunched Colin |
| Key enhancements / experiences | 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 Diawli resources Christmas decorations | Role play area enhancements: first aid resources and Chinese New year resources Small world play: emergency vehicles, | Role play area enhancements: holiday resources Small world play: pirate ship, sea creatures and water-coloured fabrics | Role play area enhancements: gardening resources Small world play: Forest/woods/castle scenes | Role play area enhancements: pets and pet resources Small world play: different animal scenes and settings |

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| | | <p>Special 'Santa's workshop' role play area before Christmas</p> <p>Performing in the school Nativity</p> <p>End of topic treat day: Pantomime trip and Christmas party</p> | <p>stations, hospital and characters.</p> <p>End of topic treat day: Superheroes fancy dress day</p> | <p>Frogspawn collection</p> <p>End of topic treat day: Ocean-themed day</p> <p>Easter nest making</p> | <p>Baking and decorating gingerbread men</p> <p>End of topic treat day: Forest School trip</p> <p>Shrek film</p> | <p>Caterpillar-butterfly experience</p> <p>Minibeast fancy dress day and butterfly release</p> <p>End of topic treat day: Farm trip</p> <p>Transition to Year 1 activities</p> |
| <p>Personal, Social and Emotional Development</p> | <p>Focus: Settling in to new school; building relationships and confidence.</p> <p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them</p> <p>Role play of life situations</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>Identify and moderate their own feelings socially and emotionally.</p> <p>Learning about the different ways that people celebrate the same celebrations.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> | <p>Focus: Keeping healthy and being a 'super' friend!</p> <p>Think about the perspective of others.</p> <p>Learning about 'real-life' superheroes and the work that they do to help us.</p> <p>Develop storylines in their pretend play.</p> | <p>Focus: How to be a 'good learner'.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Looking after our oceans - pollution.</p> | <p>Focus: Manage their own needs.</p> <p>Understand that some places are special to members of their community.</p> | <p>Focus: Looking after nature, thinking about our local environment and how to care for it.</p> <p>Exploring feelings and preparing for moving up to Year 1.</p> <p>Express their feelings and consider the feelings of others.</p> |
| <p>Think Equal PSHCE weekly-focus story scheme</p> | | | | | | |

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| | <p>Rule Of Law: <i>Following Rules and routines</i> Tolerance of Different Faiths and beliefs: <i>Look at the features of the Hindu festival of Diwali, as well as Christmas.</i> Mutual respect: <i>Sharing and turn taking</i></p> | | <p>Individual Liberty: <i>Develop self-confidence and self-esteem in their own ability through taking risks in PE and Forest School sessions etc.</i> Tolerance of Different Faiths and beliefs: <i>Chinese New Year, Easter</i> Democracy: <i>Vote for a person who has been the most helpful/supportive.</i> Mutual respect: <i>Sharing and turn taking</i></p> | | <p>Democracy: <i>Voting for stories, different animals to study etc. Pupil survey- understanding their voice and opinion counts.</i> Individual Liberty: <i>Discuss why different people have different opinions.</i> Mutual respect: <i>Sharing and turn taking</i></p> | |
| R.E. | <p>Where do we belong?</p> <p>Family / Home School Other groups</p> | <p>Which times are special and why?</p> <p>Diwali Christmas</p> | <p>Which people are special and why?</p> <p>Chinese New Year People who help us</p> | <p>Which stories are special and why?</p> <p>Easter Mother's Day</p> | <p>Which places are special and why?</p> <p>Our local environment Churches/other religious places</p> | <p>What is special about our world?</p> <p>Different climates and cultures around the world</p> |
| Communication and Language | <p>Understand how to listen carefully and why listening is important.</p> <p>Develop social phrases.</p> <p>Engage in story times.</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</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>Use new vocabulary throughout the day.</p> <p>Learn Christmas-themed songs. Introduce talk partners and good listening skills.</p> <p>Re-telling and performing the Christmas story.</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>Engage in non-fiction books.</p> <p>Learn (people who help us- themed) songs.</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 selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Learn (water-themed) rhymes and songs.</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 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>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>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> |

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| | <p>opportunities for the children to build this relationship.</p> <p>Children encouraged to share special achievements with the rest of the class.</p> | | | | <p>Learn (fairytales-themed) rhymes, poems and songs.</p> <p>Circle times.</p> | |
| Physical Development | <p>Get Set for PE: Introduction to PE (Unit 2).</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 successfully: lining up and queuing, mealtimes, personal hygiene.</p> | <p>Get Set for PE: Ball Skills (Unit 2).</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> | <p>Get Set for PE: Gymnastics (Unit 2).</p> <p>Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.</p> <p>Chinese dragon dancing experience</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> | <p>Get Set for PE: Dance (Unit 2).</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> | <p>Get Set for PE: Fundamentals (Unit 2).</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>Get Set for PE: Games (Unit 2).</p> <p>Dance at the 'Ugly Bug Ball'</p> <p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education disciplines including dance, gymnastics, sport and swimming.</p> |
| Literacy | <p>Twinkl Phonics Scheme Revise Level 1 skills Begin Level 2: s, a, t, p, i, n, m, d, g, o, o, c, k.</p> | <p>Twinkl Phonics Scheme Complete Level 2: ck, e, u, r, h, b, f, ff, l, ll, ss</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>Twinkl Phonics Scheme Level 3: ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er.</p> | <p>Twinkl Phonics Scheme Level 3 revision + consonant digraphs, vowel digraphs.</p> | <p>Twinkl Phonics Scheme Level 4: CVCC words, CCVC words, adjacent consonants, polysyllabic words</p> |

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| | <p>Key literacy focus: Letter recognition and formation</p> <p>Read individual letters by saying the sounds for them. 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>Key literacy focus: Letter formation. Writing simple captions and labels.</p> <p>Form lower-case and capital letters correctly.</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>Key literacy focus: 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 Future job aspirations</p> | <p>Key literacy focus: 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/ frog life cycle recounts Sea creature descriptions Rainbow fish writing</p> | <p>Key literacy focus: 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 Baking instructions Character descriptions Re-tell fairy-tales</p> | <p>Key literacy focus: 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>Re-read what they have written to check that it makes sense.</p> <p>Writing opportunities: Animal descriptions Animal stories Life-cycle descriptions</p> |
| Mathematics | <p>Abacus Autumn Term 1:</p> <p>*Counting – chanting numbers in order up to 10 and then 20, counting items into a set, counting items taken from a larger set, matching a number of items to a numeral, matching written and spoken numerals and being able to count accurately using</p> | <p>Abacus Autumn Term 2:</p> <p>*Days of the week, reciting the names and beginning to order them. Use language related to time and position.</p> <p>*Length, height and capacity, using the language associated with comparing and measuring.</p> | <p>Abacus Spring Term 3:</p> <p>*Counting. Count to 100 and compare and order numbers to 20. Estimate numbers of objects and images and begin to understand that teen numbers are 10 plus some more.</p> <p>*Patterns, including line symmetry in images and simple shapes. Create and extend repeating</p> | <p>Abacus Spring Term 4:</p> <p>*Compare and order numbers to 20. Understand that teen numbers are ten plus some more.</p> <p>*Explore lengths, heights and weights, learning to compare each of these, using direct comparison.</p> <p>*Compare numbers to 10 and 20. One more and one less. Begin to</p> | <p>Abacus Summer Term 5:</p> <p>*Count to 100 as a whole class. Revise fact that teen numbers are made of 10 and some more and write addition sentences to show this.</p> <p>*Common 2D and 3D shapes. Distinguish between solid (3D) shapes and flat (2D) shapes.</p> | <p>Abacus Summer Term 6:</p> <p>*Count on and back to/from any number to 20. Practise counting to 100 and begin to cement in the patterns of numbers in the count. Find one more and one less than numbers up to 20, linking this to adding and subtracting 1.</p> <p>*Money. Children revise and learn all the coins</p> |

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| | <p>one-to-one correspondence.</p> <p>*Patterns. Copy, continue, describe and create patterns using colours, shapes, objects, sounds and actions.</p> <p>*Subitise numbers to 6 and count along a 1-10 number track.</p> <p>*Introduce addition and subtraction.</p> | <p>*Counting. Chant numbers to 20. Count accurately using one-to-one correspondence and understand conservation of number. Write numbers to 10 and begin to compare and order numbers to 10.</p> <p>*2D shapes, beginning to identify circles, triangles and rectangles including squares. Begin to use appropriate language to describe simple 2D shapes.</p> <p>*Reinforce knowledge of spoken numbers and matching written numerals up to 10. Say one more and one less than a given number.</p> | <p>patterns involving two, three and four items.</p> <p>*Partition sets of ten objects and learn the number pairs to 10.</p> <p>*Improve understanding of how time is measured, and recognise units of time.</p> <p>*Recognise and identify common 3D shapes learning to name cubes, spheres, cuboids, cones, pyramids and cylinders.</p> <p>*Money. Begin to recognise that different coins have different values to match real coins to amounts of money, e.g. 10p is ten 1p coins.</p> | <p>write addition and subtraction sentences to match one more/less.</p> <p>*Revisit days of the week, use language related to time e.g. 'yesterday' and 'tomorrow'. Recognise o'clock times on analogue/digital clocks.</p> <p>*Use the language of position and direction, including 'left' and 'right' in the context of games.</p> <p>*Partitioning numbers and finding pairs of numbers that total the number. Begin to learn number bonds to 5, 6, 7, 8 and 10.</p> <p>*Coins and money. Compare and order coins according to value.</p> | <p>*Double numbers to 5 and halve even numbers to 10, using objects, the image of twins and balancing scales.</p> <p>*Explore measures: lengths, weights and capacities, learning to compare each of these using direct comparison.</p> <p>*Begin to count in 2s, 5s and 10s. Sort numbers into odd and even numbers, and revisit doubles and halves.</p> | <p>from 1p to £2. They name, describe and begin to order the coins according to value.</p> <p>*Revisit days of the week. Talk about how we measure time in different ways and recognise o'clock times on analogue and digital clocks.</p> <p>*Partition five, six and ten objects into two groups in order to find all the pairs of numbers with totals of 5, 6 and 10. The matching additions are recorded and read.</p> <p>*Count on 1, 2, 3 or 4 from any number to give totals up to 20, and begin to count back 1, 2 or 3 from numbers up to 20.</p> |
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| U n d e r s t a n d i n g t h e W o r l d | Geography | <p>The school environment</p> <p>Use simple maps of our local area, with focus on school and other well-known buildings.</p> <p>Draw simple maps of individual journeys to school, focussing on the physical features (such as houses, buildings, trees etc).</p> | <p>Explore the natural world around them. Describe what they see, hear and feel whilst outside.</p> | <p>China (link to Chinese new year).</p> <p>Where is China? How is China different to England?</p> | <p>Draw information from a simple map.</p> <p>Use simple maps to understand where we live in relation to the sea.</p> | <p>Flags: The St' George's flag and The Union Jack</p> <p>Story and setting maps.</p> | <p>Recognise some environments that are different from the one in which they live.</p> <p>Comparing places from hot/cold climates; the key differences between them and which animals live there.</p> |
| | History | <p>My personal history: Me as a baby compared to me as I am now.</p> | <p>Comment on images of familiar situations (celebrations) in the past.</p> | <p>Looking at and comparing objects from the past - telephones, transport etc.</p> | - | <p>Compare and contrast characters from stories, including figures from the past.</p> <p>St. George, Queen Elizabeth II, King Charles III.</p> | <p>Our class history: Looking back on our journey, reviewing the topics covered and what we have learnt.</p> |
| | Science | <p>My body - growing and changing.</p> <p>Comparing each other - similarities and differences.</p> | <p>Forest school focus - seasonal changes.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Observing the changing state of our outdoor school environment.</p> | <p>Keeping safe and keeping healthy (including oral hygiene).</p> <p>Magnets - forces.</p> | <p>Water based experimenting, e.g. floating and sinking, freezing and melting.</p> <p>Learning the life cycle of a frog.</p> | <p>Plants and growing.</p> <p>What do plants need to survive?</p> <p>Which plants do we eat?</p> | <p>Learning the life cycle of a butterfly.</p> <p>Weather/different climates/seasonal changes.</p> |

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| E x p r e s s i v e A r t s a n d D e s i g n | Art | Self-portraits (using mirrors and paint) | Firework splatter paintings (Jackson Pollock) Skeleton artwork (funnybones) Rangoli patterns (Diwali) | Superhero logo collages Superhero avatars | Oil pastels with water wash sea art (Paul Klee) | Fairy-tale paintings/pictures English/British flags painting/collage | Create animal prints McCoo/McZoo inspired art work (Steven Brown) |
| | DT | Making and decorating Salt-dough Mr. Men Characters | Making and decorating Christmas decorations. | Make own 'Superveg character' out of fruit/vegetables Create Chinese dragon puppets | Make rainbow fish, using a range of different craft resources Making and decorating Easter nests | Baking and decorating gingerbread men. Forest School natural resources project (linked to trip) Forest school weaving ▲ | Create animals using different media, junk modelling Clay hedgehogs |
| | Music | Listen attentively, move to and talk about music, expressing their feelings and responses. Body sounds and rhythms Music Express unit: 'Our Senses' (timbre) | Sing in a group or on their own, increasingly matching the pitch and following the melody. Rehearsing for and performing in the school Nativity | Create collaboratively, sharing ideas, resources and skills. Music Express unit: 'Special People' (beat and tempo) | Explore and engage in music making and dance, performing solo or in groups. Music Express unit: 'Under the Sea' (singing, playing and responding to music) | Explore and engage in music making and dance, performing solo or in groups. Music Express unit: 'A Tale from Long Ago' (singing, playing and responding to music) | Return to and build on their previous learning, refining ideas and developing their ability to represent them. Music Express unit: 'Amazing African Animals' (singing, playing and responding to music) |
| | Computing | Purple Mash computer program: Self-portraits | Purple Mash computer program: Christmas pictures | Purple Mash computer program: Chinese fan decorating | Purple Mash computer program: Rainbow Fish decorating | Purple Mash computer program: Gingerbread man/crown design | Purple Mash computer program: Design own symmetrical butterflies |

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