

Reception Long Term Plan 23-24	Autumn 1 Who am I? Baseline to be undertaken in the first 6 weeks of children starting school	Autumn 2 <i>What shall we celebrate?</i>	Spring 1 Can I tell a terrific tale?	Spring 2 What's outside?	Summer 1 What's the scariest creature?	Summer 2 Who can help us?
Experiences	To go on an Autumn Trail Harvest Time To talk about my family Birthdays Favourite Songs Tea party Acting out stories Dentist role play	Talk about Bonfire Night. Pictures, songs Talk about Remembrance Day Nativity-songs and dances Talk about celebrations e.g. Christmas and Diwali, Bonfire night and birthdays. Build a fire outside using logs and tissue paper strips for flames. Make Guy Fawkes and pretend to toast marshmallows. Celebrate our own superhero powers-build superhero den and vehicles. Hiding objects in ice. Look for signs of autumn.	Learn traditional tales. Act out stories. Building houses from a variety of materials. Make porridge build bridges Draw and make simple maps.	Egg hunt Making symmetrical patterns Identifying plants Planting seeds Knowing where our food comes from Observational drawings of animals and plants. Lifecycle of a frog and a butterfly. Identify signs of Spring Easter story Hoglets life cycles workshop visit to school.	Find out about animals that live in Africa. Explore and taste fruits found in story. Transient art-African animals and map of Africa. Drawing/painting African animals. Observe minibeasts in their habitat. Observational drawings Observe growing caterpillars What will hatch from the egg? Create own scary creature and describe it. Dinosaur museum	What do I want to be when I grow up? People who help us role play areas Visit to the Fire Station in Long Eaton. Police to visit the school. Road safety Manor Farm Park Visit
Texts	Peace at Last Owl Babies The Tiger who came to Tea What makes me a me? The big book of families	Binny's Diwali 5 Days of Diwali It was a Cold, Dark Night. Remember, Remember the Fifth of November	The Three Little Pigs Little Red Riding Hood- Mara Alperin The Three Billy Goats Gruff	Jack and the Beanstalk- Mara Alperin Oliver's Vegetables The Very Hungry Caterpillar- Eric Carle Handa's Surprise- Eileen Browne	Handa's Surprise- Eileen Browne The Gruffalo- Julia Donaldson The Lion Inside-Rachel Bright Dinosaur Roar	<ul style="list-style-type: none"> • Here to Help Collection including: • Police • Fire Fighters • Paramedics • Doctors & Nurses • Vets

	Why should I Brush My teeth? Why we go to the Dentist?	Goodbye Autumn, Hello Winter-Kenard Pak Kipper's Birthday- Mick Inkpen Supertato Lost and Found- Oliver Jeffers The Nativity- Juliet David	Goldilocks and the Three Bears- Usborne The Little Red Hen The three Billy Goats Gruff-	The Enormous Turnip Non-fiction life cycle texts	We're going on a Bear Hunt	Crossing the road safely instruction text.
Personal, Social and Emotional Development (PSED)	To follow the school rules and make strong relationships with staff and peers. To separate confidently from their parent/carer at the start of the school day and become involved within the classroom, enjoying exploring new activities. To take part in pretend play, communicating and negotiating with their peers. To participate in small group and 1:1 discussions, offering thoughts and insights, using recently introduced vocabulary. Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly	To play cooperatively and take turns with others, showing sensitivity to their own and others' needs. To articulate and follow and the school rules and begin to overcome challenges with support. To confidently try all activities within the classroom with growing independence, setting and working towards goals within the provision, asking staff and peers for support when needed. See themselves as a valuable individual. • Build constructive and respectful relationships	Learning about qualities and differences. Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios.	<u>Observe and Assess ELG – Through child-led/adult-led experiences</u> <u>Self-Regulation</u> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <u>Managing Self</u> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <u>Building Relationships</u> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.		
Communication and Language (C&L)	Learn a number of songs and rhymes e.g. Heads, Shoulders, knees and toes, I'm a Little Teapot, Incey Wincey Spider, 5 Current buns etc Enjoy listening to stories and	Engage in non-fiction books Understand 'why' questions, like: "Why do you think owls have long talons?" Develop vocabulary Retelling stories	Use new vocabulary throughout the day. Ask questions about the texts. Listen and talk about characters to develop deep familiarity with stories and new vocabulary.	<u>Listening, Attention and Understanding</u> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.		

		<p>remembering much of what happens. (DM 3&4) Re and re-read texts. Children add actions and join in with repetitive language e.g. 'I can't stand this!' etc Use a wider range of vocabulary through retelling stories and starting conversations.</p> <p>Use longer sentences of 4 to 6 words</p> <p>Understand a question or instruction that has two parts, such as "Get your coat and wait at the door"</p>	<p>Story language Word hunts Listening and responding to stories and non-fiction texts. Take part in discussion Understand how to listen carefully and why active listening is important.</p> <p>Learn poems and rhymes linked to Autumn/winter</p> <p>Articulate their ideas and thoughts in well-formed sentences from non-fiction books.</p> <p>Sequence stories and start to retell stories.</p>	<p>Articulate their ideas in well-formed sentences. Use connectives to connect one idea or action to another.</p> <p>Describe characters and events in some detail.</p> <p>Retell stories once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying close attention to how they sound.</p>	<p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making</p>
Physical Development (PD)	Fine Motor	<p>Threading, cutting, weaving, playdough.</p> <p>Start learning to use a knife and fork.</p> <p>Use one-handed tools e.g. scissors, paint brushes, tweezers.</p> <p>Use a comfortable grip and good control when holding a pen and pencils.</p> <p>To take off and put on jumpers independently.</p> <p>To put on and zip coats.</p>	<p>Threading, cutting, weaving, playdough.</p> <p>Develop muscle tone to put pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand.</p>	<p>Threading, cutting, weaving, playdough.</p> <p>Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Holding small items/button clothing/cutting with scissors.</p>	<p>Gross Motor Skills Children</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing</p>

		Gross Motor	<p>Continue to develop movement, balancing, riding trikes and bikes.</p> <p>Skip, hop and stand on one leg</p> <p>Collaborate with others when moving large items in the construction area or outside.</p>	<p>Revise and refine fundamental movements skills they have already acquired e.g. running, skipping, jumping etc</p> <p>Ball skills-throwing and catching</p> <p>Crates play- climbing.</p> <p>Skipping ropes in outside area</p> <p>Dance related activities</p> <p>Wheeled resources such as trikes and pushchairs</p>	<p>Ball skills-aiming, dribbling, throwing and catching, patting or kicking.</p> <p>Dance/moving to music</p> <p>Gymnastics/Balance.</p>			
Literacy	Comprehension	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none">- print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Retelling familiar stories/ talking about celebrations.</p>	<p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Retelling familiar stories. Talk about different versions of the same story. What was the same? What was different?</p> <p>Join in with repetitive parts of the story e.g. “Then I’ll huff and I’ll puff....”</p> <p>Act out stories in the role play and tuff tray areas.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently vocabulary.</p> <p>Enjoys an increasing range of books</p>	<p>Retell stories related to events through acting/role play.</p> <p>Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps.</p> <p>Retelling of stories. Editing of story maps and orally retelling new stories. Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently vocabulary.</p> <p>Enjoys an increasing range of books</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate (where appropriate) key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>		
	Word Reading <u>Read Write Inc Scheme</u>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none">- spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</p>	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words so that they can read short words made up of known letters.</p>	<p>Phonic Sounds: RWI</p> <p>Differentiated groups</p> <p>Reading: Story structure- beginning, middle, end.</p> <p>Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-</p>	<p>Phonic Sounds: RWI</p> <p>Differentiated groups:</p> <p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet.</p> <p>Distinguishing capital letters and lower case letters.</p> <p>Note correspondences between letters and sounds</p>	<p>Phonic Sounds: RWI</p> <p>Differentiated groups</p> <p>Reading: Reading simple sentences with fluency.</p> <p>Reading CVCC and CCVC words confidently.</p> <p>End of term assessments</p>		

		<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words so that they can read short words made up of known letters.</p> <p>Read some common exception words matched to Read,Write,Inc phonic programme.</p>		<p>Read some common exception words matched to Read,Write,Inc phonic programme.</p>	<p>sound correspondences they know.</p>	<p>that are unusual or that they have not yet been taught, such as 'do', 'said', 'were'.</p> <p>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words that are consistent with their phonic knowledge by sound blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.</p>	<p>Transition work with Year 1 staff</p> <p>Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words that are consistent with their phonic knowledge by sound blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.</p>
	Writing	<ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. <p>Write some letters accurately</p>		<p>Start to form lower case and capitals correctly</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Set 2 sounds RWI</p>	<p>Writing recognisable letters, some of which are correctly formed.</p> <p>Creating own story maps, writing captions and labels.</p> <p>Modelling/writing simple sentences.</p> <p>Writing short sentences to accompany story maps.</p> <p>Order the Easter story.</p> <p>Labels and captions – life cycles</p> <p>Recounts</p> <p>Character descriptions.</p> <p>Sentence structures.</p>	<p>Writing recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters</p>	<p>Writing recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories.</p>
	<u>Power Maths Scheme</u>	<p>Unit 1 Numbers 1 – 5</p> <p>Unit 2 Comparing groups within 5</p> <p>Unit 3 Shape 2D and 3D shapes</p>	<p>Unit 3 Shape 2D and 3D shapes</p> <p>Unit 4 Change within 5</p> <p>Unit 5 Number Bonds within 5</p> <p>Unit 6 Space</p>	<p>Unit 7 Numbers to 10</p> <p>Unit 8 Comparing numbers within 10</p> <p>Unit 9 Addition to 10</p> <p>Unit 10 Measure Length Height and Weight</p>	<p>Unit 11 Number bonds to 10</p> <p>Unit 12 Subtraction Unit 13 Exploring patterns</p>	<p>Unit 14 Counting on and back</p> <p>Unit 15 Numbers to 20</p> <p>Unit 16 Numerical patterns</p> <p>Unit 17 Shape (composing and decomposing)</p>	<p>Unit 18 Measure (Volume and capacity)</p> <p>Unit 19 Sorting</p> <p>Unit 20 Time (optional)</p>

	Number And Numerical Patterns	BASELINE FOR THE FIRST SIX WEEKS Fast recognition of 3 objects without having to count (subitising) Recite numbers past five. Say one number for each object 1:1 and know the last number counted is the total. Show finger numbers to 5.	Numbers within 6 Count up to six objects. One more or one fewer Order 1-6 Experiment with their own symbols and marks as well as numerals. Link numerals and amounts for example, show the right number of objects to match each numeral.	• Subitise Link the number symbol (numeral) with its cardinal number value. Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like ‘pointy’, ‘spotty’, ‘blobs’, etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’	Count objects, actions and sounds. • Subitise. • Link the number symbol (numeral) with its cardinal number value. • Count beyond ten. • Compare numbers. • Understand the ‘one more than/one less than’ relationship between consecutive numbers. • Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–5 and some to 10. • Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity <u>Number</u> Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts <u>Numerical Patterns</u> Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally
Understanding the World (UTW)	Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary Begin to make sense of their own life-story and family’s history. (DM 3&4 Yr olds) Name and describe people who are familiar to them (Ch in R) Show interest in different occupations (dentist) (DM 3&4 Yr olds)	Continue developing positive attitudes about the differences between people. (DM 3&4 Yr olds) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Compare their own locality with Antarctica (Lost and Found) (DM 3&4 Yr olds) Recognise that people have different beliefs and	Talk about the differences between materials and changes they notice. Compare properties of materials wood, brick, glass and plastic Draw information from a simple map- familiarise children with name of road, and town that school located in. Draw and make simple maps of environment and of story settings linked to traditional tales.	<u>Past and Present</u> Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling <u>People, cultures and communities</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; EYFS reforms early adopter framework 15 - 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; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <u>The Natural World</u> Explore the natural world around them, making observations and drawing pictures of animals and plants; identify trees in the environment. Look at how trees change in spring and summer. Look at parts of a tree. Growing beans and sunflowers and observing and talking about changes. Observational drawings of plants and animals. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Handa’s Surprise looking at Africa and compare with their own environment. - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.- Changing seasons, comparing trees in Autumn, Winter, Spring and Summer. Life cycles, watching caterpillars turn to butterflies.	

		<p>celebrate special times in different ways (Ch in R)</p> <p>Understand the effect of changing seasons on the natural world around them. (Ch in R)</p> <p>Compare and contrast characters from stories.</p> <p>Understand that some places are special to members of their community.</p>		
Expressive Arts and Design (EAD)	<p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <ul style="list-style-type: none"> • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park <p>Create closed shapes with continuous lines, and begin to use these shapes to represent objects.</p> <ul style="list-style-type: none"> • Draw with increasing complexity and detail, such as representing a face with a circle and including details. 	<p>Remember and sing entire songs.</p> <ul style="list-style-type: none"> • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas. <p>Develop storylines in their pretend play</p>	<p>To move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <ul style="list-style-type: none"> • Develop storylines in their pretend play linked to Traditional Tales. <p>Develop their own ideas and then decide which materials to use to express them.</p> <ul style="list-style-type: none"> • Join different materials and explore different textures <p>Transient art.</p>	<p><u>Creating with Materials</u></p> <p>: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><u>Being Imaginative and Expressive</u></p> <p>- Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>
Early Years Vocabulary	School Language Church School Classroom	What Shall we Celebrate? Today	Can I tell a Terrific Tale? wolf	

	Hall Register Uniform Book bag P.E Water bottle Worship Harvest Season Who Am I? Old New A long time ago Before Now Next Similar Different Baby Brother Sister Family Dentist Filling Brush Twice Clean Toothbrush Toothpaste	Yesterday Tomorrow Past Present Future Day Week Month Calendar Autumn Winter Spring Summer Diwali Celebration Lights Hibernation Guy Fawkes Rangoli patterns Mehendi patterns Hanukkah Christmas Antarctic	pigs chimney build wood straw bricks glass plastic hard smooth rough strong bendy collapse woods cottage map Once upon a time Happily ever after characters good bad winter bare robin trees cold hibernate berries	
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