
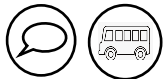
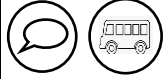
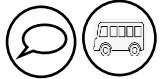
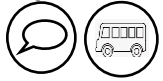
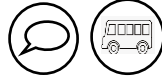
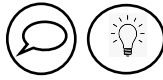
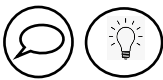
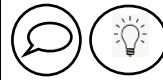
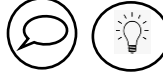
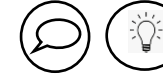
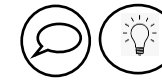
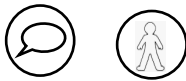
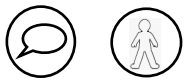
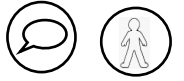
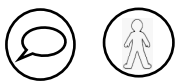
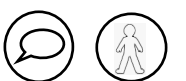












































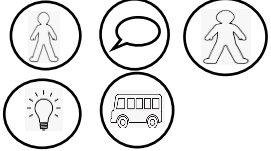

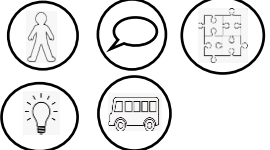

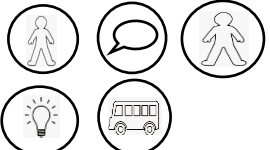









## Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
English	<p><u>Core Text:</u> Peace at Last by Jill Murphy</p> 	<p><u>Core Text:</u> I'm going to eat this ant</p> 	<p><u>Core Text:</u> Let's all creep through crocodile creek</p> 	<p><u>Core Text</u> The Pirates are coming</p> 	<p><u>Core Text</u> Gigantasaurus</p> 	<p><u>Core Text</u> The Sea Saw</p> 
Maths	<p style="text-align: center;"><b>WRM</b></p> <ul style="list-style-type: none"> <li>Match, Sort and Compare</li> <li>Talk about measure and patterns</li> </ul> 	<p style="text-align: center;"><b>WRM</b></p> <ul style="list-style-type: none"> <li>It's me 1, 2, 3</li> <li>Circles and triangles</li> <li>1,2,3,4,5 Shapes with 4 sides</li> </ul> 	<p style="text-align: center;"><b>WRM</b></p> <ul style="list-style-type: none"> <li>Alive in 5</li> <li>Mass and capacity</li> <li>Growing 6, 7, 8</li> </ul> 	<p style="text-align: center;"><b>WRM</b></p> <ul style="list-style-type: none"> <li>Length, height and time</li> <li>Building 9 and 10</li> <li>Explore 3D shapes</li> </ul> 	<p style="text-align: center;"><b>WRM</b></p> <ul style="list-style-type: none"> <li>Explore 3D shapes</li> <li>To 20 and beyond</li> <li>How many more</li> <li>Manipulate, compose and decompose</li> </ul> 	<p style="text-align: center;"><b>WRM</b></p> <ul style="list-style-type: none"> <li>Sharing and grouping</li> <li>Visualise, build and map</li> <li>Make connections</li> </ul> 
Communication and Language	<ul style="list-style-type: none"> <li>Engage in story times</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocab</li> <li>Develop social phrases</li> <li>Listen carefully to rhymes paying attention to how they sound</li> <li>Engage in non-fiction books</li> </ul> 	<ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocab</li> <li>Engage in story times</li> <li>Engage in non-fiction books</li> </ul> 	<ul style="list-style-type: none"> <li>Use new vocabulary throughout the day</li> <li>Articulate their ideas and thoughts</li> <li>Describe events in some detail</li> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> 	<ul style="list-style-type: none"> <li>Use new vocabulary throughout the day</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Describe events in some detail</li> <li>Listen to and talk about stories to build familiarity and understanding</li> <li>Connect one idea or action to another using a range of connectives</li> <li>Learn rhymes, poems and song</li> </ul> 	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Use new vocabulary in different contexts</li> <li>Ask questions to find out more and to check they understand what has been said to them</li> <li>Use talk to help work out problems and organised thinking and activities</li> <li>Explain how things work and why they happen</li> <li>Connect one idea or action to another using a range of connectives</li> <li>Retell the story once they have developed a deep familiarity with the text: some as exact repetition</li> </ul> 	<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts</li> <li>Ask questions to find out more and to check they understand what has been said to them</li> <li>Connect one idea or action to another using a range of connectives</li> <li>Retell the story once they have developed a deep familiarity with the text: some as exact repetition</li> </ul> 

<b>Personal, Social and Emotional Development</b>	<b>Jigsaw</b> <b>Being Me in My World</b>  School Value – Kindness 	<b>Jigsaw</b> <b>Celebrating Differences</b>  School Value - Responsibility 	<b>Jigsaw</b> <b>Dreams and Goals</b>  School Value- Honesty 	<b>Jigsaw</b> <b>Healthy Me</b>  School Value – Trust 	<b>Jigsaw</b> <b>Changing Me</b>  School Value - Resilience 	<b>Jigsaw</b> <b>Relationships</b>  School Value - Ambition 
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• To travel on hands and feet.</li> <li>• To roll in a variety of ways.</li> <li>• To use an underarm and over arm throw with increasing accuracy.</li> </ul> 	<ul style="list-style-type: none"> <li>• To make a range of shapes on small body parts.</li> <li>• To travel in a range of ways and negotiate space successfully.</li> <li>• To throw with increasing accuracy underarm.</li> <li>• To overarm for distance.</li> <li>• To perform a range of gymnastic rolls.</li> <li>• To move freely and with confidence when rolling.</li> <li>• To perform a range of gymnastic jumps.</li> <li>• To balance on one leg.</li> <li>• To balance on a range of small body parts.</li> <li>• To climb with confidence under, over and through climbing equipment.</li> </ul> 	<ul style="list-style-type: none"> <li>• To perform the basic skill of jumping.</li> <li>• To travel over, under and through climbing equipment.</li> <li>• To travel over, under and through balance and climbing equipment.</li> <li>• To catch a large sponge ball.</li> <li>• To catch with increasing accuracy.</li> <li>• To roll in a variety of ways.</li> </ul>  	<ul style="list-style-type: none"> <li>• To jump and land appropriately.</li> <li>• To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping.</li> <li>• To climb under and over through climbing equipment.</li> <li>• To experiment with different ways of travelling on hands and feet.</li> </ul> 	<ul style="list-style-type: none"> <li>• To travel in a variety of ways.</li> <li>• To adjust speed and direct to avoid obstacles.</li> <li>• To show increasing control over an object pushing it.</li> <li>• To perform a variety of gymnastic rolls.</li> <li>• To over arm throw for distance.</li> <li>• To climb nursery, play climbing equipment.</li> </ul> 	<ul style="list-style-type: none"> <li>• To balance on small body parts.</li> <li>• To travel on hands and feet.</li> <li>• To show increasing control over an object pushing and patting it.</li> <li>• To perform a variety of gymnastic rolls.</li> <li>• To show increasing control over an object pushing and patting it.</li> <li>• To underarm throw with some accuracy.</li> </ul> 

Understanding The World	<ul style="list-style-type: none"> <li>• Explore the natural world around us.</li> <li>• Describe what we can see, hear and feel whilst outside</li> <li>• Understand the effect of changing seasons on the natural world around us</li> </ul>					
	<ul style="list-style-type: none"> <li>• Understand the effect of changing season on the world around them</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Explore the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that some environments are different to the one in which they live</li> <li>• Drawing information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories including figures from the past</li> <li>• Recognise that some environments are different to the one in which they live</li> <li>• Drawing information from a simple map</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of changing season on the world around them</li> <li>• Compare and contrast characters from stories including figures from the past</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Explore the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people that are familiar to them.</li> <li>• Comment on images of familiar situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Exploring/ observing the natural world</li> <li>• Seaside environment and Marine life- how is it different to where we live</li> </ul>
	  	  	  	  	  	  
	 	 	 	 	 	 

<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>• Self-portraits using paint Colour</li> <li>• Mixing Leaf Printing Autumn Wreaths</li> <li>• Transient Art</li> <li>• Introduce new songs and repeat them regularly</li> <li>• Autumn songs</li> </ul>  <p><b>Kapow Music</b></p> <p>Exploring Sound: Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p>	<ul style="list-style-type: none"> <li>• Making Christmas cards and decorations. Children to use a range of materials to construct with</li> <li>• Creating familiar story settings</li> <li>• Introduce new songs and repeat them regularly</li> <li>• Winter songs</li> </ul>  <p><b>Kapow Music</b></p> <p>Celebration Music: Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas</p>	<ul style="list-style-type: none"> <li>• Children to use a range of materials to construct with creating large scale transport models</li> <li>• Observational Drawings- Vehicles</li> </ul>  <p><b>Kapow Music</b></p> <p>Transport: A unit where children will be using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score</p>	<ul style="list-style-type: none"> <li>• Self-portraits using chalk crayons</li> <li>• Observational Drawings- Blossom, Daffodils, Chicks Easter crafts</li> <li>• Introduce new songs and repeat them regularly</li> <li>• Spring songs</li> </ul>  <p><b>Kapow Music</b></p> <p>Musical Stories: A unit based on traditional children's' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters</p>	<ul style="list-style-type: none"> <li>• Children to design and make their own Superhero costume using a variety of materials/techniques</li> <li>• Children to experiment with a variety of different tools, techniques and materials to create their own Winter scene.</li> </ul>  <p><b>Kapow Music</b></p> <p>Music and Movement :Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p>	<ul style="list-style-type: none"> <li>• Self-portraits using fine liner pens</li> <li>• Introduce new songs and repeat them regularly</li> <li>• Summer songs</li> <li>• Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>• Share their creations, explaining the process they have used How do we construct a lighthouse?</li> <li>• Discuss problems and how they might be solved as they arise</li> </ul>  <p><b>Kapow Music</b></p> <p>Big Band: Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>
--	---	---	--	--	--	--

<p>Enrichment</p>	<p>Pyjama day Owl visit Park Visit Forest School Bear Hunt</p> 	<p>Post Office Trip Post a letter to the Elves Christmas Activities (Panto, Carols round the tree)</p> 	<p>Take a Trip – Trip Make a vehicle Map Walk Chinese New Year</p> 	<p>Pirate Discovery Chick Rearing Wormery Bring Yer' Wellies</p> 	<p>Celebration Superhero Day Community Engagement Mystery Mail</p> 	<p>Beach trip Treasured Toy Day Summer Activities</p> 
-------------------	--	--	---	--	--	---