

LONG TERM PLAN - RECEPTION

ONGOING

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Us <i>(Diversity)</i>	Celebrations and Festivals <i>(Values and Perception)</i>	Friendship and Fairness <i>(Social Justice)</i>	Caring for our Environment <i>(Sustainable development)</i>	People who Help Us <i>(Interdependence)</i>	Changes <i>(Aspirations)</i>
Lead Question	How are we different?	Why do we celebrate?	How can I be a good friend? How can I be fair?	How do I look after the environment?	How do different people in our community help us?	Do I notice changes in myself and in the environment?
EI Value	Respectful	Understanding	Compassionate	Responsible	Patient	Positive
Leas EI	Myself: Do I respect myself through my words and actions? Others: Do I show respect for others through my words and actions? As a Learner: Do I respect mine and others' learning by always trying my best?	Myself: Do I understand my emotions? Others: Do I recognise and understand the emotions of others? As a Learner: Do I have strategies if I do not understand what I am learning?	Myself: Do I have an accurate self perception? Others: Do I recognise how my words and actions impact others? As a Learner: Do I assist others effectively?	Myself: Do I adapt my behaviour according to the setting? Others: Do my words and actions help others make responsible choices? As a Learner: Do I complete tasks?	Myself: Do I display patience when it's difficult to do so? Others: Am I able to adapt in order for others to achieve? As a learner: Do I dedicate myself to learning?	Myself: Do I recognise what I have done well and what my strengths are? Others: Do I say polite and caring things to others? As a Learner: Do I recognise where I want to get to?
Communication and Language	- Understand how to listen carefully and why listening is important. - Engage in storytimes. - Develop social phrases. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. - Learn new vocabulary - Use new vocabulary throughout the day. - Articulate their ideas and thoughts in well-formed sentences. - Describe events in some detail. - Listen to and talk about stories to build familiarity and understanding. - Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. - Use new vocabulary in different contexts. - Listen carefully to rhymes and songs, paying attention to how they sound. - Engage in Non-Fiction books. - Learn Rhymes, Poems and Songs					

Personal, Social and Emotional Development	Build constructive and respectful relationships.
Physical Development	- Develop the foundations of a handwriting style which is fast, accurate and efficient. - Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility.
Literacy	Form lower-case and capital letters correctly.
Maths	- Compare length, weight and capacity. - Continue, copy and create repeating patterns. - Compose and decompose shapes so that children recognise a shape can have other shapes <i>within</i> it, just as numbers can. - Select, rotate and manipulate shapes to develop spatial reasoning skills. - Automatically recall number bonds for numbers 0–5 and some to 10. - Explore the composition of numbers to 10. - Understand the 'one more than/one less than' relationship between consecutive numbers. - Compare numbers. - Count beyond 10 - Link the number symbol (numeral) with its cardinal number value. - Subitise - Count objects, actions and sounds.
Understanding the World	- Explore the natural world around them. - Understand the effect of changing seasons on the natural world around them.
Expressive Arts and Design	- Develop storylines in their pretend play. - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Develop ability to represent ideas. - Create collaboratively, sharing ideas, resources and skills. - Sing in a group or on their own, increasingly matching the pitch and following the melody.

FOCUS POINTS

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Theme	All About Us <i>(Diversity)</i>	Celebrations and Festivals <i>(Values and Perception)</i>	Friendship and Fairness <i>(Social Justice)</i>	Caring for our Environment <i>(Sustainable development)</i>	People who Help Us <i>(Interdependence)</i>	Changes <i>(Aspirations)</i>
Lead Question	How are we different?	Why do we celebrate?	How can I be a good friend? How can I be fair?	How do I look after the environment?	How do different people in our community help us?	Do I notice changes in myself and in the environment?
EI Value	Respectful	Understanding	Compassionate	Responsible	Patient	Positive
Lead EI	Myself: Do I respect myself through my words and actions? Others: Do I show respect for others through my words and actions? As a Learner: Do I respect mine and others' learning by always trying my best?	Myself: Do I understand my emotions? Others: Do I recognise and understand the emotions of others? As a Learner: Do I have strategies if I do not understand what I am learning?	Myself: Do I have an accurate self perception? Others: Do I recognise how my words and actions impact others? As a Learner: Do I assist others effectively?	Myself: Do I adapt my behaviour according to the setting? Others: Do my words and actions help others make responsible choices? As a Learner: Do I complete tasks?	Myself: Do I display patience when it's difficult to do so? Others: Am I able to adapt in order for others to achieve? As a learner: Do I dedicate myself to learning?	Myself: Do I recognise what I have done well and what my strengths are? Others: Do I say polite and caring things to others? As a Learner: Do I recognise where I want to get to?
EI	Self Daily hygiene Others Taking turns As a learner Focus during teaching time	Self Naming basic emotions Others Naming basic emotions in others As a learner Using my AFL tools	Self Words to describe me Others Saying kind words As a learner Helping others	Self Indoor and outdoor behaviour Others Ignoring unwanted behaviour As a learner Complete before moving on	Self Waiting my turn Others Helping others - providing equipment As a learner Choosing tasks that will help me learn	Self One thing that I have done well Others Using my manners As a learner One thing I would like to be able to do soon
Communication and Language	Understand how to listen carefully and why listening is important.	Ask questions to find out more & to check they understand what has been said to them. Learn Rhymes, Poems and Songs.	Use talk to help work out problems and organise thinking & activities, and to explain how things work and why they might happen.	Use talk to help work out problems and organise thinking & activities, and to explain how things work and why they might happen.	Ask questions to find out more & to check they understand what has been said to them	Describe events in some detail.

			Connect one idea or action to another using a range of connectives.	Connect one idea or action to another using a range of connectives.		
Personal, Social and Emotional Development	Build constructive and respectful relationships. See themselves as a valuable individual. Manage their own needs. Personal hygiene	Identify and moderate their own feelings socially and emotionally.	Express their feelings and consider the feelings of others. Think about the perspectives of others.	Show resilience and perseverance in the face of challenge.	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian See themselves as a valuable individual.	See themselves as a valuable individual. Show resilience and perseverance in the face of challenge.
Physical Development	Develop the foundations of a handwriting style which is fast, accurate and efficient. Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, co-ordination and agility.	Develop overall body-strength, balance, co-ordination and agility. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Combine different movements with ease and fluency.	Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing 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.	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. Combine different movements with ease and fluency.	Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.

Literacy	Form lower-case and capital letters correctly. Read a few common exception words matched to the school's phonic programme. Blend sounds into words, so that they can read short words made up of known letter– sound correspondence. Read individual letters by saying the sounds for them. https://www.littlewandlelettersandsounds.org.uk/wp-content/uploads/2021/12/Programme-Overview_Reception-1.pdf	Read some letter groups that each represent one sound and say sounds for them. Spell words by identifying the sounds and then writing the sound with letter/s.	Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words.	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.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.	Form lower-case and capital letters correctly. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.
Mathematics	3-4 years Extend and create ABAB patterns – stick, leaf, stick, leaf. Notice and correct an error in a repeating pattern. Make comparisons between objects relating to size, length and time. Reception Count objects, actions and sounds.		Explore the composition of numbers to 10. Subitise. Automatically recall number bonds for numbers 0–5 and some to 10. Compare numbers. Understand the 'one more than/one less than' relationship between consecutive numbers.	Continue, copy and create repeating patterns. Compare length, weight and capacity. Select, rotate and manipulate shapes 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.		
Understanding the World	Name and describe people who are familiar to them. Talk about members of their immediate family and community	Recognise that people have different beliefs and celebrate special times in different ways. Understand that some places are special	Compare and contrast characters from stories, including figures from the past. Comment on images of familiar situations in the past.	Explore the natural world around them. Recognise some environments that are different from the one in which they live.	Talk about members of their immediate family and community. Name and describe people who are familiar to them	Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside

	Explore the natural world around them. Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them.	to members of their community. Describe what they see, hear and feel whilst outside	Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them.	Understand the effect of changing seasons on the natural world around them. Describe what they see, hear and feel whilst outside	Draw information from a simple map. Describe what they see, hear and feel whilst outside Compare and contrast characters from stories, including figures from the past.	Comment on images of familiar situations in the past. Recognise some similarities and differences between life in this country and life in other countries.
Expressive Arts and Design	Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings. (Art)	Watch and talk about dance and performance art, expressing their feelings and responses. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses.? Explore, use and refine a variety of artistic effects to express their ideas and feelings.(DT)	Explore, use and refine a variety of artistic effects to express their ideas and feelings.(Art) Explore and engage in music making and dance, performing solo or in groups. Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups. Explore, use and refine a variety of artistic effects to express their ideas and feelings. (DT)	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. (Art) Listen attentively, move to and talk about music, expressing their feelings and responses.