

Long Term Plan Reception

	Autumn Term		Spring Term		Summer Term	
	Into the Woods	Winter Festivals	People who help us	Animals of the World	Mini-beasts	Fantasy and Adventure
Personal, Social and Emotional Development	New beginnings- setting goals Keeping safe Developing sense of ourselves, class and school community Caring for others Classroom rules Feelings Manage themselves e.g. basic hygiene Build relationships	Getting on and falling out Feelings and emotions Understanding others views and traditions Diwali/Fireworks/ Remembrance and Christmas	Going for goals. Revisiting class rules and routines Discussing who helps at home and in our community Discussing how we can help others Learning about the importance of brushing our teeth and meeting other personal care needs independently	Good to be me Classroom rules and routines Opportunities to discuss favourite animals and why Respecting others opinions	Relationships and feelings Caring for the environment Caring for living things; understanding what it requires to survive/thrive Rules and routines	Changes and moving on Rules and routines Confidently and respectfully shares own stories Able to share, take turns and negotiate
Continuous Provision: school rules and boundaries, Feeling's tree discussions, keeping safe in and out of school, friendships and relationships, personal celebrations, supporting meeting their own personal needs						
Communication and Language	Role play: Home Corner. This is then changed in to Goldilocks/ 3 Bears' cottage or Little Red Riding Hood added resources Bear Hut (outside) Small world: 3 bears' cottage, Teddy bears' picnic, A Gruffalo scene Listening to stories and instructions Re-telling stories, using Tales Toolkits Use language purposefully	Role play: Home corner (to include celebrations from different cultures) *Deconstructed Role play with linked resources used sometimes instead (this applies across the year) Small world: Polar explorer, Christmas themed Listening to stories and instructions Re-telling stories Use language purposefully Developing vocabulary Learning words and symbols from other	Role play: Home Corner (becoming a hospital or GP practice) Outside hut: hospital. Small world: Recycle and refuse collections and/or Fire station Listening to stories and instructions Re-telling stories Use language purposefully Developing vocabulary Preparing questions for visitors Listening to talks from special visitors	Role play: Home Corner (children to decide how this can be adapted) Bird-hide (outside). Small world: Vet and/or farm Listening to stories and instructions Re-telling stories Use language purposefully Developing vocabulary Listening to rhyming stories, encouraging children to join in with repeated refrains.	Role play: Home Corner (children to decide how this can be adapted) Small world: Incy Wincy Spider and/or Mini-beast world Listening to stories and instructions Re-telling stories. Use language purposefully Story discussions: what might happen at the end/next? What might happen to the characters? What do the pictures tell us? How are they feeling?	Role play: Home Corner (children to decide how this can be adapted) Small world: Fairy tale castle and/or Pirate ship Listening to stories and Instructions. Re-telling stories Use language purposefully Story discussions: What might happen at the end/next? What might happen to the characters? What do the pictures tell us? How are they feeling?

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		languages				Confidence to re-tell/ recreate own stories.
Continuous Provision: sharing weekend news, sharing CIP choices, listening to stories and story discussions, questions and answers related to topics, social stories regarding issues that arise, role-play and small world.						
Physical Development	Fine motor devices (topic related). Safety awareness Climbing and balancing Outside resources for gross motor skills Ball skills Bear dances Travelling in different ways Keeping healthy Hygiene and self-care Independent self-help skills e.g. getting dressed	Fine motor devices (topic related). Climbing, balancing various outside resources for gross motor skills Ball skills Dance and changing shapes Keeping healthy Hygiene and safe care Wrapping presents Using tweezers and chop sticks Independent skills e.g. getting dressed	Fine motor devices (topic related). Climbing, balancing, various outside resources for gross motor skills Ball skills Low-level apparatus Rolling in different ways Moving safely	Fine motor devices(topic related) Climbing, balancing various outside resources for gross motor skills, ball skills Animal dances Keeping healthy	Fine motor devices (topic related) Climbing, balancing, various outside resources for gross motor skills Ball skills: increasing control Mini-beast and jungle dances Sports Day practise Agility skills Keeping healthy	Fine motor devices (topic related) Climbing, balancing various outside resources for gross motor skills, ball skills athletic activities agility skills Sports Day
Continuous Provision: cutting skills, pencil control activities, playdough, junk modelling, threading, stencils, mark making opportunities						
Literacy	Listening to and discussing stories Listening to and joining in with rhymes Fiction and non-fiction books Phonics Mark-making and writing opportunities Writing for different purposes Books: Bear Hunt, Gruffalo, Gruffalo's Child, Goldilocks, Little Red Riding Hood, Peace At Last, Whatever Next, Brown Bear, Brown Bear	Listening to and discussing stories Listening to and joining in with rhymes Using Fiction and non-fiction books to read words consistent with phonic knowledge Phonics Mark-making and writing opportunities Writing for different purposes: lists, cards Books: a variety of Non-fiction books, Tidy by Emily Gravett, The Fox in the Dark,	Listening to and discussing stories Listening to and joining in with rhymes Using Fiction and non-fiction books to read words consistent with phonic knowledge Phonics Write recognisable letters Writing for different purposes: labelling pictures and captions Books: Non-Fiction, Farmer Duck, Don't Forget the Bacon, Emergency by Margaret Mayo,	Listening to and discussing stories Listening to and joining in with rhymes Using Fiction and non-fiction books to read words consistent with phonic knowledge Phonics Write recognisable letters Writing for different purposes: labelling pictures and captions Books: Non-Fiction, One Day on our Blue Planet, Owl Babies, Rosie's Walk, Mog the Forgetful cat, Monkey Puzzle,	Listening to and discussing stories Listening to and joining in with rhymes Using Fiction and non-fiction books to read aloud simple sentences consistent with phonic knowledge Phonics Write recognisable letters Writing for different purposes: beginning to write simple sentences Books: Non-Fiction, Yucky Worms by Vivian French, Walking through the jungle, The Busy Spider, What the	Listening to and discussing stories Listening to and joining in with rhymes Using Fiction and non-fiction books to read aloud simple sentences consistent with phonic knowledge Phonics Write recognisable letters Writing for different purposes: Labels and captions, simple sentences Joining in with repeated refrains Looking at Authors and favourite fantasy and Adventure books

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			Twinkl originals, Mog and the Vet. The Enormous Turnip	Giraffes Cant Dance, Tiger Who Came to Tea, Dear Zoo	Ladybird Heard series, Superworm.	Books: Zog, Zog and the Flying Doctors, Jack and the Beanstalk, Winnie the Witch, The Troll, Room on the Broom, Stickman, Smeds and the Smoos, The Singing Mermaid, Sugarlump and the Unicorn, The Princess and the Wizard, Aliens in Underpants series, Disney classics.
Continuous Provision: mark making opportunities, sound and word mats, writing for different purposes, listening and commenting on stories, continuing rhyming strings, re-enacting stories, Pie Corbett style oral stories						
Mathematics	Number songs/ rhymes Sorting Counting Recognising numbers of personal significance Comparing quantities Subitising	Number songs/rhymes Sorting, counting and number recognition with topic related resources Subitising Comparing quantities- more/less/fewer Addition bonds to 5 Finding one more and one less than a given number Repeating patterns	Number songs/ rhymes Sorting, counting and number recognition with topic related resources Subitising Comparing quantities- more/less/fewer Addition bonds to 5 Find the total number of items in two groups by counting all of them One more and one less	Number songs/ rhymes Sorting and counting and number recognition with topic related resources Automatic recall of number bonds to 5 Comparing quantities up to 10- more/less/fewer Explore pattern within numbers to 10 e.g. odd/even	Number songs/ rhymes Sorting and counting and number recognition with topic related resources Automatic recall of number bonds to 5 Comparing quantities up to 10- more/less/fewer Explore pattern within numbers to 10 e.g. odd/even	Number songs/ rhymes Sorting and counting and number recognition with topic related resources Automatic recall of number bonds to 5 Comparing quantities up to 10- more/less/fewer Explore pattern within numbers to 10 e.g. odd/even
Continuous Provision: Essential Maths used in sequence throughout the year; counting songs and rhymes; counting Wow straws; free access to all maths resources; problem solving, days of the week, months of the year.						

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<p>Understanding of the World</p>	<p>Map work: annotate a map of the Reception garden/wild area with colours to indicate an emotion. Making food for a teddy bears picnic. Gruffalo Crumble/Porridge and materials – changes to materials, water to porridge and heated chocolate. Looking closely at things and noticing changes/ simple tests and using equipment Discussing birthdays and traditional family celebrations. Using books and computers to find information about bears Discussions and debate about habitats and living things- finding things that are similar and different/sorting and matching things/talking about what I have noticed. Hide teddy in different locations, show photos Discuss potential location and the features. Then explore the environment to spot where the teddy has been</p>	<p>Investigating changing materials Changes in seasons – using senses to observe/being curious and starting to ask questions. Weather: Go for a 'Winter walk' to discuss their observations and collect Winter treasures. Compare our winter to the North Pole Celebrations: birthdays, Bonfire Night, Christmas Understanding others' views and opinions may vary from theirs</p>	<p>Visits from 'People Who Help Us' Exploring the world of work of various services Investigating and sorting rubbish – sorting and matching things Investigating/sorting materials – waterproof, magnetic, float and sink – using senses to observe and look closely/finding things that are similar and different</p>	<p>Visitors – questions and answers - Being curious and asking questions. Using ICT and books to retrieve information Animal life cycles Identifying and classifying animals - Using senses to observe and look closely and noticing changes Planting seeds – talking about what I have done and notice/looking closely at things and noticing changes Comparing two different environments ocean/land or Rainforest/African plain. – finding things that are similar and different/sorting and matching things Making observations/ sketches of spring plants and classifying/sorting different animals into categories – Sorting and matching things Go for a 'Spring walk' to discuss their observations and collect Spring treasures e.g. Make a journey stick/ Spring crown</p>	<p>Visitors – questions and answers. Being curious and asking questions Mini-beast life cycles - Using senses to observe and look closely and noticing changes Identifying and classifying mini-beasts – sorting and matching things, similarities and differences Creating a mini beast hotel Mini-beast hunt in our school environment – being curious and asking questions Take photos and sketch their habitats Use the internet to compare insects from around the world</p>	<p>Celebrations: important people, birthdays Discussing similarities and differences between favourite story settings and own setting Treasure Hunt: find the gold hidden around the school grounds (focus on new areas to Yr1) Follow instructions/map, using positional language</p>
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Continuous Provision: access to curriculum related computer/iPad games, non-fiction books, curiosity cubes, regular visits to the 'wild area', personal/community celebrations, investigation bags, tools and equipment for sand, water and mud kitchen play

<p>Expressive arts and design</p>	<p>Telling stories with sound effects, actions and props Sing a range of well known nursery rhymes and songs Observational drawings Texture activities Colour mixing Bear dances Acting out a narrative Children plan topic display Natural Resource rubbings and printings to see patterns and shapes</p>	<p>Exploring changes in tempo, pitch and dynamic Performing for Christmas production Colour mixing and investigating colour with a range of different size paintbrushes Vegetable and fruit printing, looking closely at patterns Music – topic songs Using instruments Indian dance Card making Moulding clay to create hands with mehndi pattern, evaluating and discussing ideas Junk modelling Collage, construction (topic related)</p>	<p>Rhythm and patterns Music – topic songs, making siren sounds Using instruments. 3D vehicles using Junk modelling materials – assemble, join, cut, design and evaluate Collage Topic related construction activities Children plan topic display Role play to act out a narrative Move expressively to music Selects tools and techniques needed to shape, assemble and join materials they are using Discussing different tools/choices to assemble and join materials</p>	<p>Nursery rhymes and songs, rhythm Jungle noises, sounds Animal puppets Jungle frieze Animal dances, Moving expressively to music Mixing colours, joining things together and combining materials to create paintings, and 3d models Using tools safely to create pop up animal puppets</p>	<p>Observational drawings Mini-beasts models Topic related songs Observational drawings Listening to songs, stories, poems and explore images to broaden knowledge and extend their play Create own unique representations of mini- beasts Act out a narrative Bug hotel, (design, create and evaluate)</p>	<p>Nursery rhymes and songs, rhythms Experimenting with instruments and finding ways to change them Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to create own fantasy and action images/models Using a variety of media Use role play and stories to act out a narrative Look at and discuss some of the work of Julia Donaldson and Axel Scheffler Tracing activities using a choice of pencils Split pin moving character, e.g.Zog</p>
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Continuous provision: topic related construction activities, reclaimed model making, scissor skills, pencil control activities, construction kits, playdough and tools, cutting and sticking, collage materials, large scale construction, den building, mud kitchen (stirring, mixing and using tools safely -linked to Physical Development). Singing well known nursery rhymes and songs.

<p>Religious Education – Hertfordshire Agreed Syllabus of Religious Education 2017-2022</p> <p>https://www.thegrid.org.uk/learning/re/general/docum</p>	<p>Beliefs and Practices: Birthdays – how we prepare for a joyous occasion Sources of Wisdom: How do Christians celebrate the birth of Jesus? What presents did</p>	<p>Beliefs and Practices: Birthdays Sources of Wisdom: Christmas story Diwali story Symbols and Actions: Diva lamps, Ranglo patterns, Mendhi</p>	<p>Beliefs and Practices: Birthdays Sources of Wisdom: Chinese New Year story Easter Our world today. Symbols and Actions:</p>	<p>Beliefs and Practices: Birthdays Sources of Wisdom: Easter story Symbols and Actions: Cross, eggs, candles, church, hot cross buns, making own artefacts,</p>	<p>Beliefs and Practices: Birthdays Symbols and Actions: Visit from Reverend Heidi to discuss place of worship. Church symbols. Prayer, worship and reflection</p>	<p>Beliefs and Practices: Birthdays Symbols and Actions: Visit from Reverend Heidi to discuss place of worship Prayer, worship and reflection Reflecting on their time</p>
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