

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	Classroom rules Managing themselves e.g. basic hygiene, putting on coats, dinnertime Able to share, take turns and negotiate	Feelings and emotions Understanding others views and traditions: Diwali, Fireworks, Remembrance and Christmas	Discussing who helps at home and in our community Caring for others Keeping safe Discussing how we can help others Learning about the importance of brushing our teeth and meeting other personal care needs independently	Opportunities to discuss favourite animals and why Respecting others opinions	Caring for the environment Caring for living things by understanding what it requires to survive/thrive	Confidently and respectfully sharing own stories Developing sense of ourselves, class and school community
	<p>Continuous Provision: School rules and routines, Feeling's tree discussions, keeping safe in and out of school, friendships and relationships, personal celebrations, meeting their own personal needs</p>					
Communication and Language	<p>Role play: Home Corner. This is then changed in to 3 Bears' cottage</p> <p>Outside hut: Bear hut</p> <p>Small world: 3 bears' cottage, teddy</p>	<p>Role play: Home corner (to include celebrations from different cultures)</p> <p>Small world: Arctic world</p>	<p>Role play: Home Corner (becoming a hospital or GP practice)</p> <p>Outside hut: hospital, burning building</p> <p>Small world: recycle</p>	<p>Role play: Jungle Camp</p> <p>Outside hut: Bird hide</p> <p>Small world: Vets , farm, Dinosaur land</p>	<p>Role play: Home Corner (children to decide how this can be adapted).</p> <p>Outside hut: Bug Hut</p> <p>Small world: Incy Wincy Spider, Mini-beast world</p>	<p>Role play: Home Corner (children to decide how this can be adapted).</p> <p>Outside hut: Castle, Pirate ship</p> <p>Small world: Fairy tale castle and/or</p>

Long Term Plan Reception

	<p>bears' picnic, a Gruffalo scene.</p> <p>Developing vocabulary: traditional stories, habitat, character, setting, story maps/tales toolkits, harvest, portrait, facial features, porridge textures, tales toolkits, senses</p>	<p>Learning words and symbols from other languages.</p> <p>Developing vocabulary: Festival words, colour words, firework describing words, Remembrance, Poppy flower parts, cookery language, winter, season</p>	<p>and refuse collectors and/or fire station</p> <p>Preparing questions for visitors</p> <p>Listening to talks from special visitors</p> <p>Developing vocabulary: Classroom routines, body part names, list, instructions, teeth, helpful, emergency, uniforms, vehicles</p>	<p>Developing vocabulary: Habitat, ocean/sea, land, map, globe, endangered, extinct, carnivore, herbivore, omnivore, wild, pet, baby animal names, favourite, sorting, grouping, similar, different, volcano, erupt</p>	<p>Developing vocabulary: Insect, antennae, thorax, abdomen, pupae, chrysalis, lifecycle, order, retell, healthy, unhealthy, labelling</p>	<p>Pirate ship</p> <p>How are they feeling?</p> <p>Confidence to re-tell/ recreate own stories.</p> <p>Developing vocabulary: Fantasy, make believe, characters, fiction/non-fiction, space, castles, planets, aliens, mermaids, knight,</p>
<p>Continuous Provision:</p> <p>Use language purposefully, Sharing news, sharing CIP choices, listening to stories/instructions, story discussions, story retellings, questions and answers related to topics, social stories regarding issues that arise, role-play and small world, deconstructed role play with linked resources used sometimes, listen to stories, poems and rhymes and join in with repeated language</p>						
<p>Physical Development</p>	<p>Indoor PE: moving safely, bear dances. travelling in different ways</p> <p>Using outside resources for gross motor skills e.g. wheelbarrows, balance bikes, swings,</p>	<p>Indoor PE: Ball skills, moving safely</p> <p>Dance: Dance and changing shapes</p> <p>Climbing, balancing various outside resources for gross motor skills</p> <p>Wrapping presents</p> <p>Using tweezers and chop sticks</p>	<p>Indoor PE: Ball skills, low-level apparatus, rolling in different ways, moving safely.</p> <p>Climbing, balancing, various outside resources for gross motor skills.</p>	<p>Indoor PE: Ball skills, moving in different ways including high/low/slow/fast etc.</p> <p>Dance: Animal dances.</p> <p>Climbing, balancing various outside resources for gross motor skills.</p>	<p>Outdoor PE: Ball skills, increasing control, sports day practise, agility skills.</p> <p>Dance: Mini-beast and jungle dances.</p> <p>Climbing, balancing, various outside resources for gross motor skills.</p>	<p>Outdoor PE: Ball skill, athletic activities, agility skills, sports day.</p> <p>Climbing, balancing various outside resources for gross motor skills.</p>

Long Term Plan Reception

	<p style="text-align: center;">Continuous Provision: Cutting skills, pencil control activities, playdough, junk modelling, threading, stencils, mark making opportunities, fine motor resources linked to topics, keeping healthy, independent self-help skills e.g. getting dressed, personal hygiene</p>					
<p>Literacy</p>	<p>Phonics: Bug Club Scheme</p> <p>Writing for different purposes: name writing and learnt graphemes formation, using phoneme frames</p> <p>Books: Bear Hunt Gruffalo Gruffalo's Child Goldilocks Little Red Riding Hood Peace At Last Whatever Next Brown Bear, Brown Bear</p>	<p>Phonics: Bug Club Scheme</p> <p>Writing for different purposes: name writing continued, grapheme formation, Christmas and birthday lists, Diwali cards, firework words, Rangoli patterns (mark making), UNAIDED writing- Christmas scene list</p> <p>Books: A variety of Non-fiction books Tidy by Emily Gravett The Fox in the Dark</p>	<p>Phonics: Bug Club Scheme</p> <p>Writing for different purposes: grapheme formation, Thank you cards, labelling pictures and captions, writing simple instructions (teeth brushing)</p> <p>Books: A variety of Non-Fiction Farmer Duck Don't Forget the Bacon Emergency by Margaret Mayo Twinkl originals Mog and the Vet The Enormous Turnip</p>	<p>Phonics: Bug Club Scheme</p> <p>Writing for different purposes: grapheme formation labelling pictures and captions, 'I can see' dinosaur scene, dinosaur describing sentences</p> <p>Books: A variety of Non-Fiction One Day on our Blue Planet Owl Babies Rosie's Walk Mog the Forgetful cat Monkey Puzzle, Giraffes Can't Dance Tiger Who Came to Tea Dear Zoo</p>	<p>Phonics: Bug Club Scheme</p> <p>Writing for different purposes: grapheme formation, beginning to write simple sentences- life cycles, Hungry caterpillar story maps, favourite animal sentences</p> <p>Books: A variety Non-Fiction Yucky Worms by Vivian French Walking through the jungle The Busy Spider What the Ladybird heard series Superworm.</p>	<p>Phonics: Bug Club Scheme</p> <p>Writing for different purposes: grapheme formation, labels and captions, simple sentences, alien sentences, sentence retellings</p> <p>Books: A variety Non-Fiction 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</p>
<p style="text-align: center;">Continuous Provision: Use language purposefully, introducing vocabulary, mark making opportunities e.g. word wall, model and begin using recognisable and correctly formed letters, using sound and word mats, writing for different purposes, listening and commenting on stories/poems/rhymes, continuing rhyming</p>						

Long Term Plan Reception

	strings, re-enacting stories, Pie Corbett style oral stories, Using decodable books to read words consistent with phonic knowledge					
Mathematics	Recognising numbers of personal significance	Subitising Pattern recognition	Using counting to compare; finding a numerical difference	Regrouping parts to find the total (the whole)	Doubling and halving Odd and Even	Revisiting misconceptions from Essential Maths
	Subitising (recognise the amount without counting) Counting skills (reliably, using names in order and 1:1 correspondence) Comparison-measure	Classification- grouping objects using a given criteria Counting the sort- counting accurately	Spatial thinking Magnitude- ordering and estimating Regrouping the whole- knowing numbers are made up of other numbers	Finding the whole and missing parts Ten and some more	Counting beyond 20	
Continuous Provision: Essential Maths (EM) used in sequence throughout the year; singing number songs and rhymes; daily counting e.g. Wow straws; sorting, number recognition free access to maths resources; daily problem solving, introduction and modelling of EM vocabulary e.g. subitising						
Understanding the World	Science: Materials – changes to materials, add water to porridge Using books and computers to find information about bears. Geography: Teddy Bear hunt Finding holiday locations on a map History: Discussing birthdays and traditional family	Science: Weather: Go for a ‘Winter walk’ to discuss their observations and collect Winter treasures Geography: Changes in seasons – using senses to observe/being curious and starting to ask questions History: Exploring how people	Science: Investigating and sorting rubbish/materials (waterproof magnetic, float and sink – using senses, observing closely/finding things that are similar and different Geography: Linked to EM- classroom map and positional language	Science: Animal life cycles Identifying and classifying animals Planting seeds – talking about what I have done and looking closely at things/ noticing changes Geography: Comparing two different environments ocean/land or Rainforest/African plain Go for a ‘Spring walk’.	Science: Mini-beast life cycles Identifying and classifying mini-beasts – sorting and matching things, similarities and differences. Geography: Creating a mini beast hotel Mini-beast hunt in our school environment Comparing spiders in UK and Australia History: How have	Science: Exploring the life cycle of a plant, planting beans, exploring light and dark. Geography: Discussing similarities and differences between favourite story settings. Looking at maps for treasure hunts. Treasure Hunt: find the gold hidden around the school grounds (focus on new areas to Yr1)

Long Term Plan Reception

	<p>celebrations</p> <p>RE: Harvest: talk about, prepare and participate in tasting food for celebrations. How and why do Christians celebrate Harvest? How do we know that it is Harvest time? Woodland walk: Encourage children to explore Muslim beliefs about the natural world. Consider the rules which they and others follow and which guide them in everyday life at home and school. Role play situations and talk about different outcomes which are right and wrong. Listen to some rules for living and stories about important religious leaders.</p> <p>Curiosity Cube: Summer holiday artefacts</p> <p>Celebrations: Birthdays, Harvest</p>	<p>celebrated Christmas/birthdays in the past. Exploring the history of Guy Fawkes night.</p> <p>RE: Celebrations: How and why do we prepare for and celebrate a joyous occasion? Why do Christians perform Nativities at Christmas? How do Christians celebrate the birth of Jesus? What presents did the characters in the story give? Diwali: What are these festivals all about? How do people show they are thankful for food? Diwali: Look at symbols. Listen to stories about religious characters helping others, for example Hanuman helping Sita. Experiences through the senses; candles, incense, flowers, water, foods and religious artefacts, used in sacred places.</p> <p>Curiosity Cube: Remembrance artefacts</p>	<p>History: How the Fire service has changed</p> <p>RE: Visits from 'People Who Help Us'. Discuss the role of religious leaders: Christian: Vicars/Priests/Minister/Pastors Hindu: Imam/Rabbi/Priest. Invite the local Vicar to talk about church weddings and ask why they get married in church. Learn about key figures in their own lives and key members of a local religious group. Listen and respond to visitors from faith communities, talk about prayer and worship and experience times of quiet and stillness. Explore how and why religious people in the local community help others through their work. Who cares for us and who do we care for? How do people including people in religious groups show care for the world? Chinese New Year:</p>	<p>Make a journey stick/ Spring crown.</p> <p>History: Exploring the history of dinosaurs.</p> <p>RE: Animals of the World: Share stories that encourage the children to think about what type of person Prophet Mohammed was through his actions towards the care of animals, e.g. the Muslims of stories of 'The Crying Camels', 'The Tiny Ants' and 'The Seven New Kittens'. Easter: What symbols are associated with Easter? What things do Christians eat at Easter? What do Christians do at Easter to remember Jesus? Why do Christians put a cross in an Easter garden? Why give/receive eggs at Easter? Discuss the holy Bible: read an account of the Easter event from a children's Bible. What surprised Jesus' friend? What is happening in the natural world this term? Notice and express through art,</p>	<p>mini-beats evolved over time/why</p> <p>RE: Create a belonging butterfly: belonging – discussing how mini-beasts belong to a family/group. How/who do we belong to? What is similar/different with us?</p> <p>Curiosity Cube: Caterpillars</p> <p>Celebrations: Birthdays, Father's Day</p>	<p>History: Real life princess and royal families.</p> <p>RE: Jack and the Beanstalk: What natural things appear dead but are really alive. Space: Share a range of stories from different faiths about the beginning of the world. Moving on: Create a reflective area with the children, inside or out where they can participate in periods of stillness and reflection. Sports day: How can we help others when they need it? Consider the consequences of their words and actions for themselves and others. belonging Being a team player and good sports person. Smeds and Smoos story: Explore similarities between weddings in a variety of cultures. What promises to people make to each other? Recall and Re-enact a traditional wedding.</p> <p>Celebrations:</p>
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Long Term Plan Reception

		<p>Celebrations: Birthdays, Remembrance, Christmas, Diwali</p>	<p>Symbols.</p> <p>Curiosity Cube: Christmas themed</p> <p>Celebrations: Birthdays, Chinese New Year</p>	<p>music, poetry and dance the feeling of awe and wonder that comes from the natural world.</p> <p>Curiosity Cube: Spring plants/flowers Animal positional language</p> <p>Celebrations: Birthdays, Mothers Day, World Book day,</p>		<p>Important people, birthdays.</p> <p>Curiosity Cube: Treasure maps, space themed.</p> <p>Celebrations: Moving on, saying goodbye</p>
<p>Continuous Provision:</p> <p>Access to curriculum related computer/iPad games, using non-fiction books to find out information, curiosity cubes, regular visits to the 'wild area', personal/community celebrations, investigation bags, tools and equipment for sand, water and mud kitchen play, Visitors / being curious and asking questions</p>						
WOW Event	<p>Bear hunt in the wild area. Teddy bears picnic with toys from home.</p>	<p>Christmas Elves visit</p>	<p>Class Crime Scene Fire Fighter visit</p>	<p>Dinosaur Rampage on playground Visit from Spirit of the Wild Mystery Dino Egg found</p>	<p>Watching Caterpillar's grow into Butterflies</p>	<p>School Trip - Theatre</p>
Expressive arts and design	<p>Art: Portraits (Observational drawings) Natural Resource rubbings and printings to see patterns and shapes</p> <p>DT: Making food for a</p>	<p>Art: Moulding clay to create hands with mehndi pattern Card making</p> <p>DT: Christmas decoration</p> <p>Music:</p>	<p>Art: Fire pictures: Colour mixing and using a range of paintbrushes</p> <p>DT: 3D vehicles using Junk modelling materials – assemble, join, cut</p>	<p>Art: Jungle frieze, making dinosaur fossils out of salt dough.</p> <p>DT: Jungle animal puppets</p> <p>Music:</p>	<p>Art: Drawing around hands and connecting them to make class caterpillar. Painting symmetrical butterflies.</p> <p>DT: Mini-beasts models Bug Hotels</p>	<p>Art: Look at and discuss some of the work of Julia Donaldson and Axel Scheffler</p> <p>DT: Split pin moving character, eg.Zog</p> <p>Music: moving in different ways to music</p>

Long Term Plan Reception

	<p>teddy bears picnic. Gruffalo Crumble/ Porridge</p> <p>Music: Bear Dances</p> <p>Telling stories with sound effects, actions and props.</p>	<p>Performing for Christmas production Indian dance</p>	<p>Music: PWHU songs</p>	<p>Jungle noises, sounds. Animal dances - moving expressively to music.</p>	<p>Music: Experimenting with instruments and finding ways to change them.</p>	<p>(space themed). Singing fantasy themed songs.</p>
<p>Continuous provision:</p> <p>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, and mud kitchen (stirring, mixing and using tools safely -linked to Physical Development). Singing well known nursery rhymes and songs, evaluate and discuss ideas, topic related role play, using musical instruments at CIP</p>						
<p>Religious Education – Hertfordshire Agreed Syllabus of Religious Education 2023-2028</p>	<p>Beliefs and Practices: Birthdays/Harvest – how we prepare for a joyous occasion. Why do Christians celebrate Harvest?</p> <p>Human responsibility and values Explore natural world and relate to Muslim beliefs Setting rules and routines: What are the kind and unkind way of treating each other?</p>	<p>Beliefs and Practices: Birth of Jesus/Diwali food.</p> <p>Symbols and Actions: Diwali: Diva lamps, Rangloi patterns, Mendhi patterns. Church, light, star, giving of gifts.</p> <p>Prayer, worship and reflection: Diwali: using artefacts and senses to learn about Diwali.</p>	<p>Beliefs and Practices: Birthdays.</p> <p>Symbols and Actions: Animal of zodiac, red envelopes, dancing, China, dragon.</p> <p>Identity and belonging: Meet local vicar: discuss weddings.</p> <p>Prayer, worship and reflection: Key figures of a local religious group.</p>	<p>Beliefs and Practices: Birthdays, Easter story</p> <p>Symbols and Actions: Easter symbols: Cross, eggs, candles, church, hot cross buns, making own artefacts.</p> <p>Sources of Wisdom: Easter story: talk about the Bible as a holy book for Christians.</p> <p>Identity and belonging: Easter story, Easter</p>	<p>Beliefs and Practices: Birthdays.</p> <p>Identity and belonging: Teams, new classes/schools. Discussing mini-beast families, (arachnids/insects). What makes them belong to this group? How do we belong? What makes us unique and precious?</p> <p>Sources of Wisdom: Listen to the story of 'Samuel anointing</p>	<p>Beliefs and Practices: Birthdays.</p> <p>Prayer, worship and reflection Reflecting on their time in reception.</p> <p>Identity and belonging: Recalling and re-enacting Christian wedding. How do people celebrate belonging?</p> <p>Human responsibility and values: Exploring growth</p>

Long Term Plan Reception

	<p>Justice and fairness: Creating class rules.</p> <p>Ultimate Questions Finding out about people who help us.</p>	<p>Human responsibility and values Listen to the Diwali story.</p> <p>Identity and belonging: Talking about own family traditions.</p> <p>Ultimate Questions Who is Jesus?</p>	<p>Human responsibility and values Who cares for us? Who do we care for? How religious people in the community help us through their work.</p> <p>Ultimate Questions Finding out about Chinese New Year festival.</p>	<p>celebrations.</p> <p>Ultimate Questions What is happening in the natural world this term?</p> <p>Justice and fairness: Religious stories about caring for animals.</p> <p>Ultimate Questions What is happening in the natural world around them? Awe and wonder</p>	<p>David to be king' and link it to The Lion Inside story. Focus on being unique and God loving who we are on the inside.</p> <p>Ultimate Questions Asking questions about their new classes/school. What makes the world so wonderful?</p>	<p>decay and changes in the natural world.</p> <p>Justice and fairness: What is not fair and why? Consider their actions and words. (Being a good sport – sports day).</p> <p>Ultimate Questions Asking questions about their new classes/school. Share stories from different faiths about the beginning of the world. If you could ask God one question, what would it be? Link to asking new teacher question.</p>
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