



Reception Long Term Plan:

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Do you want to be friends?	Will you read me a story?	Are we there yet?	Why are carrots orange?	Why don't snakes have legs?	Who lives in a rock pool?
Hook for Learning	Trip around our school, meet new people Parent breakfast morning	Witch's Potion Family story activity day	Visit to the train station	Growing our own vegetables in the nature garden	Visit from Zoo lab	Sea life Centre Trip
SEAL THEMES	New beginnings	Getting on and falling out (Anti-bullying week)	Going for goals	Good to be me	Relationships	Changes
PHYSICAL DEVELOPMENT	<p>Gross motor:</p> <p>Getting changed for PE. Dressing and undressing. Fastening zips and velcro.</p> <p>Cooperation games i.e. parachute games/ring games. Different ways of moving to be explored with children.</p> <p>Fine motor:</p> <p>Manipulate objects with good fine motor skills: threading, tweezers, dough</p>	<p>Gross motor:</p> <p>Getting changed for PE. Dressing and undressing. Fastening zips and velcro.</p> <p>Ball skills- throwing and catching.</p> <p>Crates play- climbing.</p> <p>Fine motor:</p> <p>Develop muscle tone to put pencil pressure on paper</p>	<p>Gross motor:</p> <p>Getting changed for PE. Dressing and undressing. Fastening zips and buttons.</p> <p>Ball skills- aiming, dribbling, pushing, patting, or kicking.</p> <p>Experiment different ways of using other equipment: bean bags, hoops, quoits, bats, skipping rope.</p>	<p>Gross motor:</p> <p>Getting changed for PE. Dressing and undressing. Fastening zips and buttons.</p> <p>Balance and movement- children moving with confidence through dance related activities</p> <p>Fine motor:</p> <p>Hold pencil effectively</p>	<p>Gross motor:</p> <p>Obstacle and gym activities- children moving over, under, through and around equipment with effective balancing skills</p> <p>Fine motor:</p> <p>Develop pencil grip and letter/number formation continually</p>	<p>Gross motor:</p> <p>Races to consider for Sports Day- beanbag balance, egg and spoon, running relay, obstacle course, pack a bag, run and throw.</p> <p>Fine motor:</p> <p>Form letters and numbers correctly. Sit letters on a line.</p>



	<p>Draw lines and circles using gross motor movements</p> <p>Hold pencil with a tripod grasp Show preference for dominant hand</p> <p>Health/Self care:</p> <p>Trying new foods at snack area and lunch time</p> <p>Telling adult what they would like to eat</p> <p>Using knife and fork effectively and safely</p> <p>Carrying their own tray</p>	<p>Use tools to effect changes to materials Use scissors effectively and safely</p> <p>Health/Self care:</p> <p>Trying new foods at snack area and lunch time</p> <p>Demonstrate understanding for need for healthy food</p> <p>Telling adult what they would like to eat</p> <p>Using knife and fork effectively and safely</p>	<p>Fine motor:</p> <p>Form some letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p> <p>Health/Self care:</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</p>	<p>with comfortable grip</p> <p>Forms recognisable letters and numbers, most correctly formed</p> <p>Health/Self care:</p> <p>Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.</p>	<p>Health/Self Care:</p> <p>To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p>	<p>Health/Self Care:</p> <p>To manage their own basic hygiene and personal needs successfully, including dressing and choosing items that they need (eg, water if they're hot, a jumper if they're cold etc)</p>
LITERACY	<p>Read Write Inc differentiated groups after baseline</p> <p>Reading:</p> <p>Guided reading- focus on behaviours</p> <p>Books with words</p> <p>Rhyme and alliteration</p>	<p>Read Write Inc differentiated groups</p> <p>Reading:</p> <p>Guided reading- knowing how stories are structured</p> <p>Books with words and sentences</p> <p>HFW to be sent home</p> <p>Familiar words</p>	<p>Read Write Inc differentiated groups</p> <p>Reading:</p> <p>Guided reading- sentence structure- capital letters, full stops and finger spaces</p> <p>Books with sentences</p>	<p>Read Write Inc differentiated groups</p> <p>Reading:</p> <p>Guided reading- simple comprehension skills, literal questions.</p> <p>Books with sentences and stories</p> <p>HFW to be sent home</p>	<p>Read Write Inc differentiated groups</p> <p>Reading:</p> <p>Guided reading-simple comprehension skills, questions, inference.</p> <p>Books with sentences</p> <p>Range of fiction and non-</p>	<p>Read Write Inc differentiated groups</p> <p>Reading:</p> <p>Guided Reading- fluency, expression, simple comprehension skills, Questions, inference.</p>



	<p>Books & Authors:</p> <p>Monkey Puzzle- Julia Donaldson</p> <p>What the Ladybird Heard – Julia Donaldson</p> <p>The Rainbow Fish by Marcus Pfister</p> <p>Funny bones by Allan Ahlberg</p> <p>Smartest Giant in Town – Julia Donaldson</p> <p>Kipper’s Party - Mick Inkpen</p> <p>Story time:</p> <p>Fiction and non-fiction relating to topic</p> <p>Writing:</p> <p>Knows initial phoneme in spoken words</p> <p>Manipulate objects with good fine motor skills</p> <p>Use language for a range of purposes</p>	<p>introduced (the, a, I, no, to, go)</p> <p>Books & Authors:</p> <p>Room on the Broom – Julia Donaldson</p> <p>Hansel and Gretel</p> <p>Elves and the Shoemaker</p> <p>Chicken Licken</p> <p>The Snowman – Michael Morpurgo</p> <p>Story time:</p> <p>Fiction and non-fiction relating to topic</p> <p>Writing:</p> <p>Can continue a rhyming string</p> <p>Develop muscle tone to put pencil pressure on paper and hold pencil effectively</p> <p>Can identify some phoneme/grapheme correspondences</p>	<p>and stories</p> <p>HFW to be sent home.</p> <p>Books & Authors:</p> <p>The Naughty Bus – Jan and Jerry Oke</p> <p>The Train Ride -June Crebbin</p> <p>Whatever Next - Jill Murphy</p> <p>All Kinds of Cars – Carl Johanson</p> <p>Story time:</p> <p>Fiction and non-fiction relating to topic</p> <p>Writing:</p> <p>Extend spoken vocabulary</p> <p>Recognise some familiar words</p>	<p>Explore different traditional tales and begin to retell stories using story language:</p> <p>Books & Authors:</p> <p>Our Very Own Dog – Amanda McCardie</p> <p>Christopher’s Caterpillars – Charlotte Middleton</p> <p>The Very Hungry Caterpillar – Eric Carle</p> <p>Story Time:</p> <p>Fiction and Non Fiction related to topic</p> <p>Writing:</p> <p>Hold pencil effectively with comfortable grip</p> <p>Forms recognisable letters, most correctly formed</p> <p>Use phonic knowledge to write simple words</p>	<p>fictions.</p> <p>Spellings to be sent home – weekly spelling quiz</p> <p>Books & Authors:</p> <p>Growing Frogs by Vivian French</p> <p>I Love Bugs! by Emma Dodd</p> <p>Mad About Minibeasts by Giles Andreae and David Wojtowycz</p> <p>Story Time:</p> <p>Fiction and Non Fiction related to topic</p> <p>Writing:</p> <p>Can name and sound letters of the alphabet</p> <p>Writes a simple sentence</p>	<p>Look at basic features of narrative and non-narrative texts.</p> <p>Spellings to be sent home – weekly spelling quiz</p> <p>Books & Authors:</p> <p>Pirate Love Underpants – Claire Freeman and Ben Cort</p> <p>The Pirates Next Door – Jonny Duddle</p> <p>A Hole in the Bottom of the Sea – Jessica Law</p> <p>Story Time:</p> <p>Fiction and Non Fiction related to topic</p> <p>Writing:</p> <p>Writes a string of sentences.</p>
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	<p>Write own name</p> <p>Adds meaning to marks</p> <p>Use baseline, ongoing assessments and planning to inform differentiation</p>	<p>Use ongoing assessments and planning to inform differentiation</p>	<p>Forms some letters correctly</p> <p>Use phonic knowledge to write simple words and attempt to write simple sentences</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>and attempt to write simple sentences</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Begin to use some punctuation – capital letters, finger spaces, full stops</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Writes different forms for example fact page, simple story, instructions</p> <p>Write for different purposes</p> <p>Use talk to organise thinking and feelings for writing</p> <p>Use ongoing assessments and planning to inform differentiation</p>
MATHEMATICS	<p>First 3 weeks – baseline</p> <p>Number:</p> <p>Recognise some numerals of personal significance. Recognises numerals 1 to 5. Counts up to three or four objects by saying one number name for each item. Count actions or objects which cannot be moved. Selects the</p>	<p>Number:</p> <p>Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to five objects. In practical activities and discussion, begin to use the vocabulary involved in</p>	<p>Number:</p> <p>Recognises numerals 1 to 10. Counts out up to 10 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 10 objects. Counts objects to 10. Counts an irregular arrangement of up to 10 objects.</p> <p>Shape Space and Measures:</p>	<p>Number:</p> <p>Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects. Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to 10 objects. In practical activities and discussion, begin to use the vocabulary</p>	<p>Number:</p> <p>Recognises numerals 1 to 20 and beyond. Counts out up to 20 objects from a larger group. Count actions or objects which cannot be moved. Selects the correct numeral to represent 1 to 20 objects. Counts objects to 20. Counts an irregular arrangement of up to 20 objects.</p> <p>Shape space and Measures:</p>	<p>Number:</p> <p>Finds the total number of items in two groups by counting all of them. Says the number that is one more than a given number. Finds one more or one less from a group of up to 20 objects. In practical activities and discussion, begin to use the vocabulary involved in adding and subtracting. Estimates how many objects they can see and checks by counting them.</p>



	<p>correct numeral to represent 1 to 5 objects. Counts an irregular arrangement of up to 5 objects.</p> <p>Shape space and measures:</p> <p>Beginning to use mathematical names for 'flat' 2D shapes, and mathematical terms to describe shapes. Selects a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models.</p>	<p>adding and subtracting.</p> <p>Shape space and measures:</p> <p>Beginning to use everyday language related to money.</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>Orders two or three items by length or height. Orders two items by weight or capacity.</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>involved in adding and subtracting. Estimates how many objects they can see and checks by counting them.</p> <p>Shape Space and Measures:</p> <p>Beginning to use mathematical names for 'solid' 3D shapes and mathematical terms to describe shapes. Selects a particular named shape. Use familiar objects and common shapes to create and recreate patterns and build models.</p> <p>Uses everyday language related to time. Orders and sequences familiar events. Measures short periods of time in simple ways.</p>	<p>Create patterns</p> <p>Use everyday language related to distance</p> <p>Explore time- o'clock</p> <p>Compare, estimate and order capacity</p> <p>Use ongoing assessments and planning to inform differentiation</p>	<p>In practical activities and discussion, begin to use the vocabulary involved in doubling, halving and sharing.</p> <p>Shape space and Measures:</p> <p>Can describe their relative position such as 'behind' or 'next to'.</p> <p>Use ongoing assessments and planning to inform differentiation</p>
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UNDERSTANDING THE WORLD						