

Reception Long Term Planning 26-27

Area of Learning & Development	Autumn 1 Families	Autumn 2 Space	Spring 1 Superheroes	Spring 2 Traditional Tales	Summer 1 Growing	Summer 2 Seaside
Enrichments and Events 	Grandparent visits into school Local area walk Family picnic Black history Month Harvest Festival Grandparents day	Planetarium Visit Diwali Remembrance Sunday Road safety Week Father Christmas Visit Pantomime Theatre visit Christmas Lunch	Emergency Services visits National Storytelling Week NSPCC Number Day Chinese New Year Ramadan Shrove Tuesday Safer Internet day	Saint David's Day World Book Day Mother's day International Women's Day Eid St Patrick's day Palm Sunday Holi Easter	Gardener Garden centre visit Earth Day St Georges Day Walk to School week World Bee Day Music festival	Summer Trip World Environment day Aspire and Achieve Picnic around the World

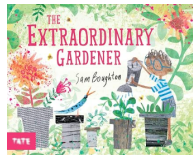
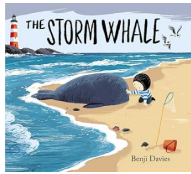
Characteristics Of Effective Learning

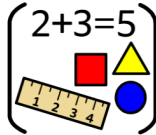
Playing and Exploring - children investigate and experience things, and 'have a go'

Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Physical Development 	Revise and refine the fundamental movement skills already acquired 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 Develop 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. Further develop the skills needed to manage the school day successfully		Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.		Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	
	Introduction to PE Run, jump, throw, catch, roll, skip, balance	Ball Skills Roll, track, throw, dribble with hands, dribble with feet, kick, catch, balance	Dance Actions, dynamics, space, balance, jump	Fundamentals Run, jump, hop, balance, change direction, travel, catch, throw	Games Run, change direction, throw, catch, strike, balance, jump	Gymnastics Shapes, balances, jumps, rock and roll, barrel roll, straight roll, progressions of a forward roll, travelling
Personal, social and emotional development 	Families and friendships Name and describe people who are familiar to them. Safe relationships Build constructive and respectful relationships. Respecting ourselves and others See themselves as a valuable individual.		Belonging to a community Talk about members of their immediate family and community. Media literacy and Digital resilience Using the internet and digital devices; communicating online - Show resilience and perseverance in the face of challenge. Money and Work Recognise some environments that are different to the one in which they live.		Physical health and Mental wellbeing Manage their own needs. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Growing and changing Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Be confident to try new activities and show independence and resilience and perseverance in the face of challenge.	

					Keeping safe Develop appropriate ways of being assertive. Explain the reasons for rules, know right from wrong and try to behave accordingly.	
My Happy Mind 	My Happy Place Introduction to my happy place and characters	Meet your Brain Our happy healthy brains H-A-P	Celebrate We are wonderful and special Being Kind Bravery Super Strengths	Appreciate Gratitude Appreciation Being Thankful	Relate Friendship Active Listening	Engage Setting goals Growth Perseverance
Communication and Language 	Understand how to listen carefully and why listening is important. Learn new vocabulary. Describe events in some detail. Develop social phrases. Engage in storytimes. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.		Use new vocabulary through the day. Connect one idea or action to another using a range of connectives. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.		Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. 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 to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	
Literacy- Writing 	Friendships & Animals Vehicle Text: The Something 	Stars & Space Vehicle Text: A Star in a Jar 	Superhero Vehicle Text: Juniper Jupiter 	Traditional Tales Vehicle Text: Little Red 	Growing Vehicle Text: The Extraordinary Gardener 	Seaside Vehicle Text: The Storm Whale 
	Outcome 1: Narrative: A Losing Story Purpose: Retell the Losing Story and Write Sentences Outcome 2: Recount: Animal Information Sentences Purpose: To inform	Outcome 1: Narrative: A Finding Story Purpose: Retell the Finding Story and write sentences Outcome 2: Information: Poster to find a lost star Purpose: To write information and description sentences	Outcome 1: Narrative: A Superhero Story Purpose: Retell the superhero story and write sentences Outcome 2: Information: Letter Purpose: To write letter sentences	Outcome 1: Narrative: A Traditional Tale Purpose: Retell the Traditional Tale and Write Sentences Outcome 2: Instructions: How to trap an animal Purpose: To write instruction sentences	Outcome 1: Instructions: How to grow a big, beautiful tree Purpose: To Instruct Outcome 2: Narrative: Transformation Story Sentences Purpose: Retell the Transformation Story and Write Sentences	Outcome 1: Narrative: Friendship Story Sentences Purpose: Retell the Friendship Story and Write Sentences Outcome 2: Poetry: A Whale Poem Purpose: To write description sentences
Literacy- Comprehension 	Quality Texts: Mr Big Dogger The Owl and the Pussy Cat A great big cuddle Lost and Found The Tiger who came to tea	Quality Texts: Tiny Little Rocket The Lost Stars A Rocketful of Space Poems Beegu How to Catch a Star	Quality Texts: Super Bat Newspaper Boy and Origami Girl Here come the Superheroes My mum is a Super mum George saves the world by lunchtime Super Stan A superhero like you	Quality Texts: Red Riding Hood The Three Little Pigs much more than a story The Big Bad Wolf The Three Little Pigs	Quality Texts: Seed to Plant It Starts with a Feed Kate who tamed the wind Oliver's Vegetables	Quality Texts: Seashore A first book of the sea The Sea Saw Three by the Sea

Literacy- Word Reading 	Read single-letter Set 1 sounds (first 16)	Read all Set 1 single letter sounds Blend sounds into words orally	Blend sounds to read words Read short Ditty stories Red words: the, I, no	Read Red Storybooks Read Set 1 Special Friends Red words: of, my, the, I, no	Read Green Storybooks Read 4 double consonants Red words: said, you, he, your, of, my, the, I, no	Read Green Storybooks Read first 6 Set 2 sounds Red words: be, are, said, you, he, your, of, my, the, I, no
Mathematics 	Number and Numerical Patterns Build on previous experiences of number from their home and nursery environments, and further develop subitising and counting skills. Explore the composition of numbers within 5. Begin to compare sets of objects and use the language of comparison. Pupils will: - Identify when a set can be subitised and when counting is needed - subitise different arrangements, both unstructured and structured, including using the Hungarian number frame - make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills - spot smaller numbers ‘hiding’ inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers - hear and join in with the counting sequence, and connect this to the ‘staircase’ pattern of the counting numbers, seeing that each number is made of one more than the previous number - develop counting skills and knowledge, including: that the last number in the count tells us ‘how many’ (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds - compare sets of objects by matching - begin to develop the language of ‘whole’ when talking about objects which have parts Shape, Space and Measures Match sort and Compare - Match objects, match pictures with objects, identify a set, sort objects to a type. Talk about measure and patterns - Compare size, compare mass, compare capacity, explore simple patterns Circles and Triangles - Identify and name circles and triangles, compare circles and triangles, shapes in the environment, describe position Shapes with 4 sides - Identify and name shapes with 4 sides, combine shapes with 4 sides, shapes in the environment, my day and night	Number and Numerical Patterns Continue to develop subitising and counting skills and explore the composition of numbers within and beyond 5. Begin to identify when two sets are equal or unequal and connect two equal groups to doubles. Begin to connect quantities to numerals. Pupils will: - continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals - begin to identify missing parts for numbers within 5 - explore the structure of the numbers 6 and 7 as ‘5 and a bit’ and connect this to finger patterns and the Hungarian number frame - focus on equal and unequal groups when comparing numbers and understand that two equal groups can be called a ‘double’ and connect this to finger patterns - sort odd and even numbers according to their ‘shape’ - continue to develop their understanding of the counting sequence and link cardinality and ordinality through the ‘staircase’ pattern - order numbers and play track games - join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers Shape, Space and Measures Mass and capacity - Compare mass, Find a balance, Explore capacity, Compare capacity Length, Height and Time - Explore length, compare length, explore height, compare height Explore 3D Shapes - Recognise and name 3d shapes, Find 2d shapes within 3d shapes, use 3d shapes for tasks, 3D shapes in the environment	Number and Numerical Patterns Consolidate counting skills, counting to larger numbers and developing a wider range of counting strategies. Secure knowledge of number facts through varied practice. Pupils will: - continue to develop their counting skills, counting larger sets as well as counting actions and sounds - explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame - compare quantities and numbers, including sets of objects which have different attributes - continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 begin to generalise about ‘one more than’ and ‘one less than’ numbers within 10 - continue to identify when sets can be subitised and when counting is necessary - develop conceptual subitising skills including when using a rekenrek Shape, Space and Measures Manipulate, Compose and Decompose - Select shapes for a purpose, Rotate shapes, Manipulate shapes, Explain shape arrangements Visualise, build and map - identify units of repeating patterns, create own pattern rules, Explore own pattern rules, Replicate and build scenes and constructions Make connections - Deepen understanding, patterns and relationships			

Understanding of the World  Past and Present People, Culture and Communities The Natural World	Sequences in time - vocabulary Finding out about the past and comparing to the present Understanding families and sequence memories Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Draw information from a simple map	Changes Finding out about the past and comparing to the present - Historical figure in space Understand the effect of changing seasons on the natural world around them. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Forces and movement Materials Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water	Homes Naming Places - local community Compare and contrast characters from stories, including figures from the past. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community.	Living Things - Plants Living Things - Animals Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Features of places Using maps and following directions Human Geography Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live. Draw information from a simple map Comment on images of familiar situations in the past.
Religious Education 	Creation and Covenant Branch 1	Prophecy and Promise Branch 2	Galilee to Jerusalem Branch 3	Desert to Garden Branch 4	To the Ends of the Earth Branch 5	Dialogue and Encounter Branch 6
Expressive Arts & Design Creating with Materials  	Drawing Portraits <i>Individual - small Scale Drawing</i> Add more detail to drawings using e.g. body, arms, hands, fingers, feet, more facial features. Show texture in drawings and begin to show more spacial awareness. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Colour/ Contrast <i>Group work- medium scale Painting and Printing</i> Names more colours. Continue to explore how colours are changed. Learn about contrast e.g. warm/cold colours and relate to emotions & seasons - Explore colour and colour-mixing - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Texture <i>Larger than life Scale Drawing</i> Drawing texture; Exploration of line to create texture. - Create closed shapes with continuous lines, and begin to use these shapes to represent objects. - Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Form and function <i>Small scale- Collage and Digital Art</i> Finger puppets - bring stories to life Revise and refine previous skills Drawing - characters Colour – setting Texture – add more detail to puppets - Safely use and explore a variety of materials, tools and techniques, - Explore different materials freely, in order to develop their ideas about how to use them and what to make . - Join different materials and explore different textures.	Painting <i>Big scale Painting and Printing</i> Contrasting painting styles – dots to dashes Revise previous colour skills and extend, exploring different techniques (e.g. dots, dashes, stipple textured effect) using a range of materials. - Explore colour and colour-mixing - Explore, use and refine a variety of artistic effects to express their ideas and feelings. - Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Sculpture <i>Small scale 3D Modelling</i> Environmental Art Uses various recycled materials to join, piece, place, stack - vertically and horizontally, balance, making enclosures and create spaces - Explore different materials freely, in order to develop their ideas about how to use them and what to make. - Join different materials and explore different textures. - Safely use and explore a variety of materials, tools and techniques,
	Giuseppe Arcimboldo People & portraits Form and structure	Paul Curtis Local modern artist	Henri Rousseau Historical great artist	Book illustrators Modern-v-traditional	Queenie McKenzie Multi-cultural lady artist who changed history	Thiraza Schaap ‘Plastic Ocean’ Modern Day

	Weaving Playdough- making people. Using techniques rolling to make spheres. Using tools to add details.	Christmas cards Christmas decoration. Experiment with clay, texture, manipulate. Use a cutter successfully. Add detail and decorate.	Paper folding dragon- Chinese New Year.	Look at ways to join materials - natural materials	Junk modelling – making a tower-linked to science. Alexander Calder moving mobiles. Children create their own vehicle mobile.	Recycled bottle boats.
Cooking 	Breakfast Cereals Soup	Pinwheels Christmas Cookies	Pancakes Dumplings	Iced buns Cakes	Fruit salad Veg kebabs	Healthy snacks Picnic
Expressive Arts & Design Being Imaginative and Expressive 	Charanga: Unit 1: Me Music Specialist 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	Charanga: Unit 2: My Stories Music Specialist 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	Charanga: Unit 3: Everyone Music Specialist 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	Charanga: Unit 4: Our World Music Specialist 1. Listen and Respond 2. Explore and Create - initially using voices only but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform	Charanga: Unit 5: Big Bear Funk Music Specialist 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share	Charanga: Unit 6: Reflect, Rewind and Replay Music Specialist 1. Listen and Appraise 2. Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments 3. Perform and Share
	Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Listening to, learning to sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Share and perform the learning that has taken place.					A consolidation of the year’s work, prepare for a performance and look at the history of music.
		Explore role play using a range of props and resources. Explore small world play using a range of toys and resources. Take part in pretend play using objects to represent something else that may not be similar. Use own experiences to develop simple storylines.	Enhance role Play by adding own resources and constructions. Begin to develop complex storylines using own experiences and known stories. Use imagination to develop complex storylines.			Develop storylines and characters into pretend play. Take part in group role play to retell a known story. Collaborate with peers to retell the story in the correct sequence. Invent, adapt and recount narratives and stories with peers and adults. Perform songs, rhymes, poems and stories with others.