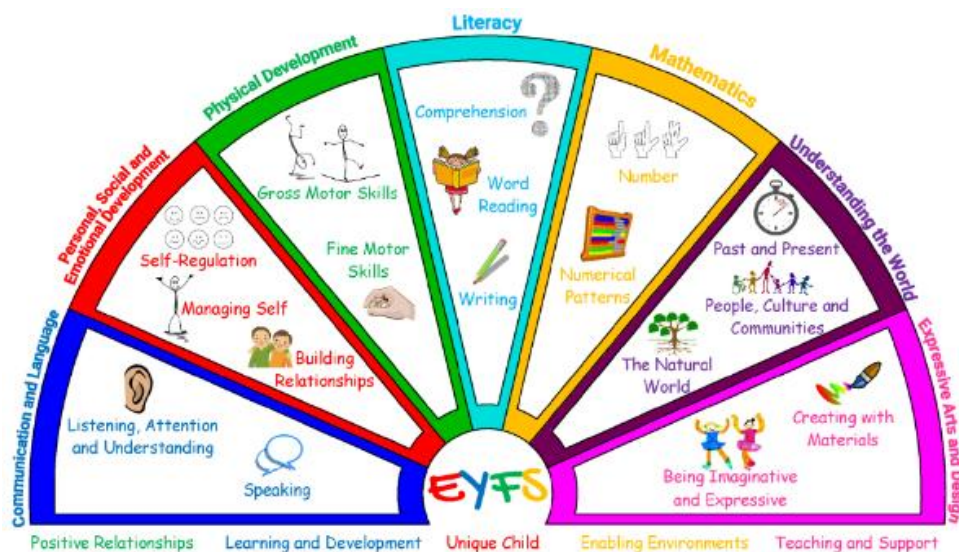


Reception Long Term Plan



The Foundation Stage at St John Vianney Catholic Primary School is a family working together to develop confident, happy, independent, respectful, and resilient learners. We value the uniqueness of each child and strive to ensure high levels of engagement and well-being are achieved as they learn through play. We believe that play is the vehicle for learning as it is essential for children's development and confidence building, as they learn to explore, problem solve and relate to others. Children learn by leading their own play, and by taking part in activities which are guided by adults. We recognise that active and creative play supports physical,

social and emotional development; strengthens concentration and enables self-regulation. It encourages children to become inventive, curious, and adaptive learners. The environment allows children to build meaningful and successful relationships with peers and adults through social interaction. Children are fully immersed in all opportunities to explore, think creatively and play imaginatively. We encourage our children to become robust and respectful learners who can thrive and flourish in different environments. Personal development of our pupils is weaved throughout our curriculum. We aim to develop our pupils as responsible, rounded members of society who are prepared for, and contribute to, life in modern Britain and have a clear understanding of fundamental British values.

The experiences children have in our Foundation Stage will provide the foundations for life-long learning and ensure they reach their full potential.



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
 St. John Vianney's Catholic Values	 Respect	 Generosity	 Honesty	 Forgiveness	 Compassion	 Patience
British Values Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain that values community and celebrates diversity. Fundamental British Values are not exclusive to being British and are shared by other democratic countries.	Mutual Respect  We are all unique. We respect differences between people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. We will celebrate and learn about a range of celebrations from a range of faiths throughout the year, teaching respect for others and their beliefs. Each day a child selects a new 'Pupil of the Day' where we gather and share compliments from teachers and children in the class. These are then shared with parents at home who are invited to add compliments of their own to be shared in school. Mutual Tolerance  Everyone is valued, all cultures are celebrated, and we all share and respect the opinion of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. We will participate in a range of cultural and religious celebrations throughout the year to develop children's tolerance for others and encourage children to value difference regarding faith. Rule of Law  We all know that we have rules at school that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. We will introduce the children to the classroom rules and give them ownership by helping them to create classroom displays. We will use positive praise and classroom behaviour systems to encourage children's understanding of right and wrong.					

These values will mirror the principles and values of our school.	Individual Liberty  We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. Our first topic is 'Marvellous Me!' where we will celebrate our differences, what makes us individually special and promotes respect for our differences. Democracy  We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others. Each day the children will vote for a class story and the story with the most votes will be read at the end of each day.
Characteristics of Effective Learning	<i>Playing and Exploring</i> Children investigate and experience things. They are willing to 'have a go'. <i>Engagement</i> <i>Active Learning</i> Children concentrate and keep on trying when they encounter difficulties. They enjoy their achievements. <i>Motivation</i> <i>Creating and Thinking Critically</i> Children have and develop their own ideas. They make links between ideas and choose ways to do things. <i>Thinking</i>

Reception Long Term Plan

<i>Principles of the Early Years Foundation Stage</i>	Unique Child <i>Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.</i> Positive Relationships <i>Children learn to be strong and independent through positive relationships.</i> Enabling Environments <i>Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and / or carers.</i> Learning and Development <i>Children develop and learn at different rates. The framework covers the education and care of all children in early years provision including children with special educational needs and disabilities (SEND).</i>					
Parental Partnerships	- Parents Welcome Meeting - Staggered Transition - Stay and Play - Parents Evening	- Nativity Performance - Phonics Workshop - Stay and Play - Mystery Reader	- Parents Evening - Stay and Play - Maths Workshop - Mystery Reader	- Stay and Play - Mystery Reader - Writing Workshop	- Stay and Play - Mystery Reader - School Trip	- Stay and Play - Mystery Reader - Parents Book Look - Sports Day - School Trip

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvellous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Possible Interests and Enquiry	Starting School Feelings and Emotions Marvellous Me Difference and Individuality My Body My Family My Home People who Help Us Autumn Harvest	Autumn Seasonal Changes Halloween Bonfire Night Diwali The Nativity Christmas Around the World - Celebrations People who Help Us Planting Spring Bulbs	Winter Seasonal Changes Arctic - Polar Regions Freezing and Melting Polar Bears/Penguins Chinese New Year Familiar Countries	Traditional Tales Author Focus Class Favourites Easter World Book Day Dark/Light & Night/Day Space Superheroes	Minibeasts Habitats Planting Seeds/Growth Baby Animals Life Cycles People who Help Us	Summer Seaside Under the Sea Pirates People who Help Us
Possible Texts to Support Learning	The Colour Monster Super Duper You! We are All Different When I grow Up Happy to be Me! All About Families Our Class is a Family Peace at Last Yuck! Little Red Hen Nita Goes to Hospital Sahir goes to the Dentist	Pumpkin Soup The Best Diwali Ever Lighting a Lamp What Can You See In Autumn The Leaf Thief Owl Babies Little Robin Red Vest 'Twas the Night Before Christmas The Christmas Story	Jack Frost Lost and Found The Emperors Egg Poles Apart What Can You See In Winter The Great Race Li's Chinese New Year Martha Maps it Out A Ticket Around the World Non-Fiction Books on Familiar Countries	The Three Billy Goats Gruff Little Red Riding Hood Supertato How to Catch a Star Aliens Love Underpants Farmer Duck The King's Pants The Incredible Book Eating Boy Open Very Carefully, A Book with a Bite!	Once there were Giants Jack and the Beanstalk What did the Tree See? Caterpillar to Butterfly The Ugly Duckling Oi Frog! Out and About - Spring Greens	Handa's Surprise Lighthouse Keeper's Lunch Under the Sea One Plastic Bag Somebody swallowed Stanley The Boy who Unplugged the Sea Night Pirates Pirates Love Underpants

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvelous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Seasonal Events and Celebrations	Signs of Autumn 26 th Sept - European Day of Languages Oct - Black History Month Oct - Harvest: Giving Thanks 4 th Oct - WorldSmileDay 6 th Oct - Grandparents Day 10 th Oct - Mental Health Day	31 st Oct - Diwali 31 st Oct - Halloween 5 th Nov - Bonfire Night 11 th Nov - Remembrance 12 th Nov - Antibullying 12 th Nov World Nursery Rhyme Week 13 th Nov - World Kindness Day 15 th Nov - Child in Need 19 th Nov - Road Safety 30 th Nov - St Andrews Day 25 th Dec - Christmas	Signs of Winter 23 rd Jan - National Handwriting Day 25 th Jan - Burns Night 27 th Jan - National Storytelling Week 29 th Jan - Chinese New Year 2 nd Feb - Candlemas 14 th Feb - Valentine's Day	Signs of Spring 28 th Feb - Ramadan 1 st Mar - St David's Day 4 th Mar - Shrove Tuesday 6 th Mar - World Book Day 14 th Mar - Holi Festival of Colour 17 th Mar - St Patrick's Day 30 th Mar - Mother's Day 30 th Mar - Eid 20 th Apr - Easter Sunday	23 rd Apr - St George's Day 23 rd Apr - Spanish Language Day 29 th Apr - International Dance Day May - Local and Community History Month	Signs of Summer 8 th Jun - World Ocean Day 16 th Jun - Father's Day 20 th Jun - Refugee Day 21 st Jun - World Music Day
Wow Moments	Stay and Play Bake Bread Visit the local Shop	Stay and Play Nursery Rhyme Performance Nativity Performance	Stay and Play Parents Sharing Stories Chinese New Year Performance	Stay and Play World Book Day Reading Rocks Café Mother's Day Assembly Easter Visit in the Community	Stay and Play Ducklings Butterflies	Stay and Play Father's Day Assembly School Trip

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvelous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Communication and Language  Daily story time C&L is developed throughout the year through high quality interactions, daily group discussions, circle time, PSHE times, stories, singing, poetry baskets, SALT interventions, Literacy - oracy, show and tell, role-play, EYFS productions, assemblies and interventions.	The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.					
	Welcome to Reception! Settling in activities. Making friends. Children talking about experiences that are familiar to them. Rhyming and alliteration. Familiar print. Sharing facts, feelings, views, ideas. Shared stories. Model talk routines through play. Learn rhymes, poems and songs.	Tell me a story! Develop vocabulary. Discovering passions. Retelling stories. Story language. Listening and responding to stories. Following instructions. Taking part in discussions. Understand how to listen carefully and why listening is important. Use new vocabulary. Performing in the Nativity. Learn rhymes, poems and songs.	Tell me why! Using language well. Ask how and why questions... Discovering passions. Retell a story using story language. Ask questions to find out more and check understanding of what has been said. Discuss events and characters in a story. Engage with non-fiction texts. Listens to and talks about stories to build familiarity and understanding.	Talk it through! Describe events in detail-time connectives. Understand how to listen carefully and why listening is important. Talk about an object. Sustained focus when listening to a story. Engage with non-fiction texts. Learn rhymes, poems and songs.	What happened? Re-read some books so children learn the language required to talk about what is happening in each illustration and relate it to their own experiences. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Learn rhymes, poems and songs.	Time to share! Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures of a range of contexts, interests, and topic focus. Describe events in some detail. Learn rhymes, poems and songs.

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvellous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Personal, Social and Emotional Development 	Children's personal, social and emotional development (PSED) is <i>crucial for children to lead healthy and happy lives</i>, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm supportive relationships with adults enable children to learn how to <i>understand their own feelings and those of others</i>. Children should be supported to <i>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary</i>. Through adult modelling and guidance, they will learn <i>how to look after their bodies, including healthy eating</i>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which <i>children can achieve at school and in later life</i>.					
Self-Regulation	Transition to Reception. Know what it means to be respectful and be treated with respect. Know some self-care techniques. Handwashing-snuffle station.	Celebrating differences. Naming different feelings, thinking about how to feel with uncomfortable feelings. Know that some actions and words can hurt others' feelings. Remembrance Day Celebrating cultural differences through celebrations. Children in Need Anti-Bullying Week	Links to Online Safety unit. Use the 'Do Turtle' technique. See themselves as a valuable individual. Build constructive and respectful relationships. Manage their own needs.	Bring kind to living creatures. Taking care of animals (frogs, butterflies, chicks). Understand life-cycles. Grow plants. Health, well-being and lifestyle. Express their feelings and consider the feelings of others.	Importance of exercise. Importance of healthy eating. Oral health. See themselves as a valuable individual. Build constructive and respectful relationships. Manage their own needs. Think about the perspectives of others.	Know that caring relationships are at the heart of happy families. Know what makes a good friend. Caring for our world. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Transition to Year 1.
Managing Self						
Building Relationships						

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvellous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
PATHS	Unit 1 Fostering Positive Classroom Climate Lessons deal with establishing an emotionally safe environment with agreed rules. The routine of PATHS pupil of the day (a child who is given privileges and is complimented) is established. Unit 2 Basic Feelings 1 Lessons teach children that we all have happy and sad feelings and that happy is a comfortable feeling and sad an uncomfortable feeling, words like good and bad are avoided.	Unit 3 Basic Feelings 2 Children learn more about the feelings of angry and afraid. They learn that all feelings are OK but not all behaviours are OK.	Unit 4 Self-Control This unit teaches the beginnings of self-control by giving the children a strategy, they learn to control their reactions to feelings of anger or frustration in order to avoid an unacceptable response such as pushing or hitting another child. Children are taught to calm down, take deep breaths and say how they feel. Children also learn about feeling calm or relaxed.	Unit 5 - Sharing, caring and friendship This unit teaches children about caring for each other, sharing and being a good friend. The compliments are extended and the feelings learnt about so far are reviewed. Unit 6 - Basic problem solving Following on from learning how to calm down and control reactions children are taught about making good choices and beginning to solve problems for themselves.	Unit 7 - Intermediate feelings This unit continues to develop children's understanding of feelings being comfortable or uncomfortable. Further feelings are taught: excited, tired, frustrated, and proud. Unit 8 - Advanced feelings More advanced feelings such as love, worried, disappointed, jealous, furious, guilty and generous are explored and discussed.	Unit 9 - Wrap up This unit rounds off the PATHS lessons for the year with a review lesson, a lesson on saying Goodbye, ending and transition and finally a PATHS party.

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvelous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Physical Development 	Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore, and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Fine Motor Daily opportunities 	Threading, cutting, weaving, playdough, Funky Finger activities. Manipulate objects with good fine motor skills. Draw lines and circles using gross motor movements. Hold pencil/paint brush beyond whole hand grasp. Develop pencil grip.	Threading, cutting, weaving, playdough, Funky Finger activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for a dominant hand. Engage children in structured activities. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Funky Finger activities. Begin to form letters correctly. Handle tools, objects, construction, and malleable materials with increasing control. Encourage children to draw freely. Holding small items/button clothing. Cutting with scissors.	Threading, cutting, weaving, playdough, Funky Finger activities. Hold pencil effectively with comfortable grip. Forms recognisable letters - most correctly formed. Develop accuracy and safety using scissors to cut.	Threading, cutting, weaving, playdough, Funky Finger activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line.	Threading, cutting, weaving, playdough, Funky Finger activities. Form letters correctly. Begin to draw diagonal lines, like in a triangle. Draw with increased accuracy and care/ Start to draw pictures that are recognisable. Build things with smaller linking blocks.

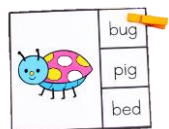
Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvellous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Gross Motor Outdoor learning and weekly PE lessons. 	Co-operation games. Climbing equipment. Explore different way of moving. Changing for PE. Help children to develop good personal hygiene. Provide regular reminders to use toilet and wash hands.	Ball skills-throwing and catching. Crate play /climbing. Skipping ropes. Dance related activities. Provide balance equipment. Sit / ride on resources. Pull / push resources. Use a range of small and large apparatus inside and outside.	Obstacle activities. Move over/under, through/around equipment. Encourage children to be highly active and get out of breath. Provide balance equipment. Sit / ride on resources. Pull / push resources. Dance activities.	Balance: children moving with confidence. Provide opportunities for children to spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Ball skills: aiming, dribbling, pushing, throwing and catching, patting and kicking. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities.	Races/team games involving gross motor movements. Dance related activities. Model techniques. Negotiating space safely.
PE	Introduction to PE Unit 2	Fundamentals Unit 2	Dance Unit 2	Gymnastics Unit 2	Ball Skills Unit 2	Games Unit 2
Outdoor Area	This provides ongoing opportunities for developing balance, hand-eye co-ordination, spatial awareness, working collaboratively as a team with more space on a large scale.					
Handwriting 	In Reception, children develop pre-handwriting skills and habits and access handwriting patterns. Children are taught how to form the individual letters according to the four letter families: long ladder letters, curly caterpillar, robot letters and zig-zag letters.					

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvelous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Literacy 	It is crucial to develop a <i>life-long love of reading</i> . Reading consists of two dimensions: <i>language comprehension</i> and <i>word reading</i> . Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (fiction and non-fiction) they read with them and <i>enjoy rhymes and songs together</i> . Skilled word reading, taught later, involves both the <i>speedy working out of the pronunciation of unfamiliar printed words (decoding)</i> and the <i>speedy recognition of familiar printed words</i> . Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing).					
Comprehension 	Sing rhymes, show an interest in stories with repeated refrains. Environmental print. Sing favourite song/rhymes. Begin to understand the five key concepts about print: has meaning, has different purposes, we read English from left to right/ top to bottom, names of the different parts of a book. Discuss stories, learning new vocabulary.	Retell stories related to events through acting/role play. Retelling stories using images/apps. Story maps. Editing story maps and orally retelling new stories. Enjoys an increasing range of books. Mystery reader. Book at bedtime celebration.	Making up stories with themselves as the main character. Encourage children to record stories - mark making /drawing/talking tins. Order events, discuss characters and create story maps and use to retell stories. Look at non-fiction texts linked to topic and begin to understand the difference between fiction and non-fiction. Nursery rhyme/poetry basket, story sacks.	Re-read books to build up their confidence in word reading, fluency and understanding and enjoyment. World Book Day Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events. Act out stories in role-play. Rhyme poetry basket, story sacks.	Retell a story/poem with actions and/or picture prompts. Use story language. Use rhyming words. Can explain the main events of a story. Can draw pictures of main characters, events and the setting. Make predictions.	Stories from other cultures and traditions. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions and reactions. Make predictions. Understand that a non-fiction gives information. Understands fiction is a story. Can point to front/back cover, spine, blurb, illustration, title, author.

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvelous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Are you Really Reading? 	Sequencing familiar stories through the use of pictures to tell the story. Introduce simple emojis - happy sad. Use simple hashtags to summarise.	Sequence story using vocabulary of beginning, middle, end. Use emojis to identify feelings of characters: happy, sad, scared. Use simple hashtags to summarise.	Sequence story to identify 5 key events. Use emojis to identify feelings of characters: happy, sad, scared, excited. Use simple hashtags to summarise.	Sequence story to identify 5 key events. Use emojis to identify feelings of characters: happy, sad, scared, excited. Use simple hashtags to summarise.	Sequence story to identify 5 key events. Use emojis to identify feelings of characters: happy, sad, scared, excited. Use simple hashtags to summarise.	Sequence story to identify 5 key events. Use emojis to identify feelings of characters: happy, sad, scared, excited. Use simple hashtags to summarise.
Word Reading and RWInc 	Hear general sound discrimination and be able to orally blend and segment.	Read individual letters by saying the sounds for them. Blend sounds into words so that they can read short words made up of known letter-sound correspondences. Read a few common exception words.	Read individual letters by saying the sounds for them. Blend sounds into words so that they can read short words made up of known letter-sound correspondences. Read a few common exception words.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read some tricky words such as: said, like, have, so. Re-read what they have written to check that it makes sense.
Writing Texts as a stimulus.	Dominant hand, tripod grip, mark making, giving meaning to marks.	Support children to identify sounds. Write a caption. Use correct letter formation.	Guided writing based around developing short sentences in a meaningful context.	Guided writing based around developing short sentences in a meaningful context.	Write recognisable letters using lower and upper case letters. Form most letters correctly.	Write recognisable letters using lower and upper case letters. Form most letters correctly.

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvellous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Writing continued... 	Writing initial sounds and simple captions. Use initial sounds to label characters / images. Write name correctly. Use some of their print and letter knowledge in their early writing. Begin to form lower case letters correctly. Begin to spell words by identifying the sounds and then writing the sound with letters using known GPCs. Use initial letter sounds. VC words Oral rehearsal.	Begin to reread what they have written. Begin to spell words by identifying the sounds and then writing the sound with letters using GPCs. Write labels. Write lists. Introduce a finger space.	Form most lower-case letters correctly. Begin to write capital letters. Spell words by identifying the sounds and then writing the sound with letters using GPCs. Write captions / phrases. Begin to write simple sentences using known GPCs. Begin to use capital letter, finger space and full stop. Reread what they have written, check it makes sense. Begin to write a variety of fiction and non-fiction captions/sentences.	Form most lower-case letters correctly. Begin to write capital letters. Spell words by identifying the sounds and then writing the sound with letters using GPCs. Write captions / phrases. Begin to write simple sentences using known GPCs. Begin to use capital letter, finger space and full stop. Reread what they have written, check it makes sense. Begin to write a variety of fiction and non-fiction captions/sentences.	Spell words by identifying the sounds and then writing the sound with letters using GPCs. Write simple phrases and sentences that can be read by others using capital letters, finger spaces and full stops. Begin to sequence 2-3 sentences within purposeful fiction / non-fiction writing. Eg, 2-3 part story, fact cards.	Spell words by identifying the sounds and then writing the sound with letters using GPCs. Write simple phrases and sentences that can be read by others using capital letters, finger spaces and full stops. Write and sequence 2-3 sentences within purposeful fiction / non-fiction writing. Eg, 2-3 part story, fact cards.
Key Texts	Peace At Last Little Red Hen	The Best Diwali Ever The Leaf Thief Little Robin Red Vest	Lost and Found Non-Fiction Countries	Three Billy Goats Gruff. Supertato Alien's Love Underpants	Jack and the Beanstalk Once there were Giants	Handa's Surprise The Lighthouse Keeper's Lunch

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvelous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Mathematics 	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to confidently develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding such as using manipulatives, including small pebbles and tens frames for organising counting, children will develop a secure base of knowledge and vocabulary from which mastery mathematics is built. In addition, it is important the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, identify connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.					
White Rose 	Baseline - (2 weeks) Match, Sort and Compare Match objects Match pictures and objects Identify a set Sort objects to a type Explore sorting techniques Create sorting rules Compare amounts Talk about measure and patterns Compare size	It's Me 1, 2, 3 Find 1, 2, 3 Subitise 1, 2, 3 Represent 1, 2, 3 1 more 1 less Composition of 1, 2, 3 Circles and Triangles Identify and name circles and triangles Shapes in the environment Describe position	Alive in 5 Introduce zero Find 0 to 5 Subitise 0 to 5 Represent 0 to 5 1 more 1 less Composition Conceptual subitising to 5 Mass and Capacity Compare mass Find a balance Explore capacity Compare capacity	Building 9 and 10 Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Conceptual subitising to 10 1 more 1 less Composition to 10 Bonds to 10 Make arrangements of 10 Bonds to 10 Doubles to 10 Explore odd and even	To 20 and beyond Build numbers beyond 10 (10-13) Continue patterns beyond 10 (10-13) Build numbers beyond 10 (14-20) Continue patterns beyond 10 (14-20) Verbal counting beyond 20 Verbal counting patterns How many now? Add more How many did I add?	Sharing and grouping Explore sharing Sharing Explore grouping Grouping Even and odd sharing Play with and build doubles Visualise, build and map Identify units of repeating Create own pattern rules

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvellous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
	Compare mass - Compare capacity Explore simple patterns Copy and continue simple patterns Create simple patterns	1, 2, 3, 4, 5 Find 4 and 5 Subitise 4 and 5 Represent 4 and 5 1 more 1 less Composition of 4 and 5 Composition of 1-5 Shapes with 4 sides Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night	Growing 6, 7, 8 Find 6, 7, 8 Represent 6, 7, 8 1 more 1 less Composition of 6, 7, 8 Make pairs odd and even Double to 8 Combine 2 groups Conceptual subitising Length, Height and Time Explore length Compare length Explore height Compare height Talk about time Order and sequence time	Explore 3D Shapes Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks Identify more complex patterns Copy and continue patterns Patterns in the environment	Take away How many did I take away? Manipulate, compose and decompose Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes	Explore own pattern rules Replicate and build scenes and constructions Visualise from different positions Describe positions Give instructions to build Explore mapping Represent maps with models Create own maps from familiar places Create own maps and plans from story situations Make connections Deepen understanding Patterns and relationships

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvelous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Understanding the World 	Understanding the world involves guiding children to <i>make sense of their physical world and their community</i>. The frequency and range of children's <i>personal experiences increases their knowledge and sense of the world around them</i> - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to broad selection of stories, non-fiction, rhymes and poems will <i>foster their understanding of our culturally, socially, technologically, ecologically diverse world</i>. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.					
People, Culture and Communities Children will develop a positive sense of self and others and they learn to develop respectful relationships. They begin to understand and value the differences of individuals and groups within	Identifying their family, commenting on photos of their family, naming who they can see and what relation they are. Can talk about what they do with their family and places they have been with them. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them. Read fictional stories about families and start to	Begin to understand that some places are special to members of their community. Talk about special places they go with their family - places of worship visited by children. Begin to recognise that people have different beliefs and celebrate special times. Develop a knowledge and awareness of other festivals - Diwali, Bonfire, Christmas To introduce children to a range of fictional characters from stories and begin to	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvellous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
their own community. Children begin to develop their emerging moral and cultural awareness. 	tell the difference between real and fiction. Talk about members of their immediate family and community. Name and describe people who are familiar to them. People in their local / school community. Develop an awareness of celebrations - harvest. Introduce children to different occupations and how they do their jobs.	differentiate these characters from real people in their lives. Introduce children to different occupations and how they do their jobs. Stranger danger - talking about occupations and how to identify strangers that can help them when they are in need. Link to Police visit.	ways - Chinese New Year. Recognise and explain some similarities and differences between life in this country and in other countries, drawing on knowledge from stories, non-fiction, texts and where appropriate, maps.	times in different ways - Easter. Recognise some similarities and differences between life in this country and in other countries - Easter.	life in other countries, drawing on knowledge from stories, non-fiction, texts and where appropriate, maps. Explore significant people - The Royal Family. Look at the Royal Family. Create a Prince George timeline and identify how he has changed overtime	from stories, non-fiction, texts and where appropriate, maps.
	Harvest	Diwali Bonfire Night Christmas	Chinese New Year Shrove Tuesday	Mother's Day Easter		Father's Day
 Religious Education	Branch 1 Creation and Covenant	Branch 2 Prophecy and Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the Ends of the Earth	Branch 6 Dialogue & Encounter

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvellous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
 Past and Present Children begin to explore History by first starting with their own experiences and exploring high quality texts.	Talk about members of their immediate family and community. Begin to make sense of their own life-story and family history. Begin to comment on images of familiar situations in the past. When Mum was younger... Black History Month Read 'My Two Grannies' by Floella Benjamin - link to work on families, naming and describing people who are familiar to them, then build on the author for a Black History focus - 'Coming to England'	Children to comment on familiar situations linked to celebrations in the past - Bonfire Night / Diwali/ Christmas. Can children talk about what they have done with their families during past celebrations? Show photos of how Christmas used to be celebrated in the past. Begin to identify similarities and differences. Family history - Christmas focus. What was life like for children's parents/grandparents when they were 4-5 years old? What is same / different? Toys? Celebrations? Traditions?	Comment on images of familiar situation in the past. Think about a time it snowed/was frosty - what did you do? Same/different about experiences now? How? Why? Listening to stories and placing events in chronological order - link to Literacy. Children to dress up as a significant figure from History and explain why they are significant.	Listening to stories and placing events in chronological order - link to Literacy. Talk about people that they have come across in their community eg, police, doctors, teachers. Listen to what children say about their own past experiences with the people in their community. Talk about the lives of the people around them and their roles in society. Nursery rhymes as a stimulus for discussing situations in the past (3 lessons from Key Stage History website). Use to look at now and then / past and present / old and new.	Listening to stories and placing events in chronological order - link to Literacy. Changes in living things. Think about life-cycles and place in order events showed overtime. Additionally, link to seasonal change over the year - 'now/then'. Talk about people that they have come across in their community eg, police, doctors, teachers. Listen to what children say about their own past experiences with the people in their community. Talk about the lives of the people around them and their roles in society.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in their past and now, drawing on their experiences and what has been read. Understand the past through settings, characters and events in books read in class and storytelling. Class assembly - celebrate the learning journey over the year. What did we learn about Sept-July. Parents to attend.
	Black History Month - Floella Benjamin Family History	What are our favourite celebrations each year?	British History Week - Significant People Why do we wear different clothes at different times?	Comparing Different Nursery Rhymes	How have we changed since I was a baby?	Class assembly celebrating our learning journey.

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvelous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
 The Natural World We encourage interactions with the outdoors to foster curiosity and explore the world through their senses.	Navigate around classroom and outdoor areas. Create treasure hunts to find places/objects within our learning environment. Follow/create simple maps. Look at aerial photographs. Know about seasonal change: signs of Autumn. Collect natural objects to sort. Make observations. Talk about what they do with their family and places they have been with their family. Draw similarities and make comparisons between other families?	After close observation, draw pictures of the natural world including animals and plants linked to seasonal change - Autumn. Explore light and dark and link to nocturnal animals. Making sense of different environments and habitats. Look at them in the school grounds. Road safety - explore using painted road on playground and follow up with a walk in the community. Create a map, take photographs. Draw information from a map and begin to understand why maps are so important to postman. Create own story maps.	Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Know about seasonal change - signs of Winter. Collect natural objects to sort. Make observations. Explore any snow, ice, frost. Watch it melt and explore/describe it. Freezing/melting experiment. Know about the North and South Pole as contrasting climate. What is the landscape like? What lives there? (animal focus) Discuss weather. Google Earth - how can we identify cold places? What colour might they be?	Materials: floating and sinking, metallic/non-metallic objects. Experiments. Know about seasonal change - signs of Spring. Collect natural objects to sort. Make observations. Children to record weather. Observe immediate environment, introduce and model vocabulary. Plant seeds/plants and look at habitats in the natural world (minibeasts), baby animals and how they live and grow in nature. Visit the sheep field - lambs. Possible trip to the farm. Journey sticks.	Change in living things. Changes in leaves, weather, seasons, life cycles. Share non-fiction texts that offer insight into contrasting environments. Look at the environment land / under the sea. Compare and contrast. Introduce the children to the concept of recycling and how it can take care of our world. Look at what the rubbish can do to our environment - focus on sea pollution. Create opportunities to discuss how we can take care of our natural world. Encourage discussions, describing and	Use Handa's Surprise to explore a hot country - Africa. Identify on Google Earth. Look at aerial photos. Discuss contrasting climate, weather, landscape, animal focus. Create story maps. World map display. Look at similarities /differences between England/Africa, Encourage children to make simple comparison, comment on weather, climate, culture, clothing, housing. Possible trip to Blackpool Zoo / Knowsley Safari Park. Create maps, discuss what we see. Use BeeBots on simple maps. Encourage

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Overarching Themes	 Marvelous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
	Discuss what their home is like. Show photographs of homes and make comparisons. Draw comparisons.		Why? Link to climate/weather. Aerial photos. Look at similarities /differences between familiar countries. Make simple comparison, comment on weather, climate, culture, clothing, housing.	Encourage discussions, describing and commenting on things they have observed whilst outside including plants and animals.	commenting on things they have observed whilst outside including plants and animals.	children to use navigational language. Environments. Features of local environment. Maps of local area. Compare place on Google Earth. How are they similar/different? Can children differentiate between land and water?
	Navigating the classroom and school grounds. Seasonal Changes	Walk around the local area - road safety/ - post letters. Create maps.		Trip to the farm - life-cycles.		Trip to Blackpool Zoo
	Seasonal Change - Signs of Autumn	Seasonal Change - Autumn	Seasonal Change - Signs of Winter. Winter Study	Seasonal Change - Signs of Spring	Seasonal Change - Spring	Seasonal Change - Signs of Summer

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Overarching Themes	 Marvelous Me!	 Let's Celebrate!	 All Around the World	 We Love Books!	 Growth and Lifecycles	 In the Summertime
Expressive Arts and Design	The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts , enabling them to explore and play with a wide range of media and materials . The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts . The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Creating with Materials	Beginning to mix colours, join in with role play games and use resources available for props, build models using construction equipment. Self-portraits, junk modelling, take pictures of children's creations and record them explaining what they did. Paint family portraits - display in home role-play area. Provide opportunities to work together to develop and realise creative ideas. Home Corner Role-Play Pop up role play - Pumpkin Cafe/Doctors/Dentist	Collage owls / hedgehogs. Celebration artwork - firework pictures/large scale firework art, Diya lamps, Rangoli Patterns, Mehndi Patterns, Christmas cards/decorations/crafts. Colour mixing - large scale The use of story maps, props, puppets and story bags will encourage children to retell, invent and adapt stories. Shadow puppets. Home Corner Role-Play Deconstructive Role Play Pop up role play - Santa's Workshop / Post Office / Fire Station	Children will be encouraged to select the tools and techniques they need to assemble materials that they are using eg, creating penguins. Make Chinese lanterns, writing, puppet making. Different joining techniques for materials - tape, glue, elastic band etc. Home Corner Role-Play Deconstructive Role Play Pop up role play - Explorers / Antarctica Wide range of props to encourage imagination.	Use different textures and materials to make houses for the Three Little Pigs and bridges for the Three Billy Goats Gruff. Make different textures; make patterns using different colours, materials. Pastel drawings, printing patterns - Easter eggs / crafts. Life-cycles. Symmetrical butterflies. Flowers / Sunflowers Mother's Day crafts/cards	Junk modelling, houses, bridges, boats, transport. Retelling familiar stories: role-play, small world, drawing, junk modelling, puppets. Puppet shows. Provide a range of props for play to encourage imagination. Home Corner Role-Play Deconstructive Role Play Pop up role play - Garden Centre Children to explore ways to protect the growing of plants by designing scarecrows.	Exploration of other countries - dressing up in different colours / traditional dress. Explore different textures - beach day Colour mixing - animals, habitats, under the sea. Father's Day crafts / cards Home Corner Role-Play Deconstructive Role Play Pop up role play - Airport / Pirates

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Kapow 	Art Drawing: Marvellous marks Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.	DT Cooking and nutrition: Soup In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.	Art Craft and design: Let's get crafty Developing cutting, threading, joining and folding skills through fun, creative craft projects.	DT Structures: Junk modelling In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area	Art Sculpture and 3D: Creation station Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.	DT Structures: Boats In this unit, children explore what is meant by 'waterproof', 'floating' and 'sinking', then experiment and make predictions with various materials to carry out a series of tests. They learn about the different features of boats and ships before investigating their shape and structures to build their own.
Being Imaginative and Expressive Children will have opportunities to learn and	Charanga - Me! Learn to sing nursery rhymes and action songs: Pat a Cake 1, 2, 3, 4, 5, Once... Five Little Ducks Name Song Head, Shoulders, Knees	Charanga - My Stories Learn to sing nursery rhymes and action songs: I'm a Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock The ABC Song	Charanga - Everyone! Nursery Rhyme Week Learn to sing nursery rhymes and action songs: Wind the Bobbin Up Rock a bye Baby Five Little Monkeys Twinkle Twinkle If You're Happy	Charanga - Our World! Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row, Your Boat The Wheels on the Bus	Charanga - Big Bear Funk! Big Bear Funk! Is a transition unit that prepares children for their musical learning in Year 1. Musical Learning focus: Listening and appraising Funk Music.	Charanga - Reflect, Rewind, Replay Consolidates learning that has occurred during the year. Revisiting chosen nursery rhymes and songs, a context for the History of Music and the very beginnings of the Language of Music

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perform songs, nursery rhymes, and poetry. Move to music, follow musical patterns with instruments. 	Musical learning focus: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing instruments. Share and perform the learning that has taken place.	Musical learning focus: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing instruments. Share and perform the learning that has taken place.	Musical learning focus: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing instruments. Share and perform the learning that has taken place.	Musical learning focus: Listening and responding to different styles of music. Embedding foundations of the interrelated dimensions of music. Learning to sing or sing along with nursery rhymes and action songs. Improvising leading to playing instruments. Share and perform the learning that has taken place.	Embedding foundations of the interrelated dimensions of music. Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs. Playing instruments within the song. Improvisation using voices and instruments. Riff based composition. Share and perform the learning that has taken place.	Musical learning focus: Listen and Appraise. Embed the foundations of the interrelated dimensions of music using and instruments. Sing and revisit nursery rhymes and action songs. Play instruments, Improvisation using voices and instruments. Riff based composition. Share and perform the learning that has taken place.
	Nursery rhyme basket.	Nursery rhyme basket.	Nursery rhyme basket.	Nursery rhyme basket.	Nursery rhyme basket.	Nursery rhyme basket.

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Early Learning Goals - For the **End of The Year** - Holistic/Best Fit Judgement

Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Self-Regulation Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and - when appropriate try to move in time with music.



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