

**Reception Long term plan**

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Theme	We're all Wonders!	Look up...!	Animals are AWESOME!	Ready, Steady, GROW!	Extraordinary Earth!	Superheroes to the rescue!
Primary areas	Personal, social and emotional development	<p>During their Reception Year, children will be learning to:</p> <ul style="list-style-type: none"> <li>-see themselves as a valuable individual</li> <li>-build constructive and respectful relationships</li> <li>-express their feelings and consider the feelings of others</li> <li>-show resilience and perseverance in the face of challenge</li> <li>-identify and moderate their own feelings socially and emotionally</li> <li>-think about the perspectives of others</li> <li>-manage their own needs and personal hygiene</li> <li>-know and talk about the different factors that support their overall health and wellbeing including:               <ul style="list-style-type: none"> <li>o regular physical activity</li> <li>o healthy eating</li> <li>o toothbrushing</li> <li>o sensible amounts of 'screen time'</li> <li>o having a good sleep routine</li> <li>o being a safe pedestrian</li> </ul> </li> </ul>					
	Communication and Language	<p>During their Reception Year, children will be learning to:</p> <ul style="list-style-type: none"> <li>-understand how to listen and why listening carefully is important.</li> <li>-learn new vocabulary and use this throughout the day (especially through our Word of the Week')</li> <li>-ask questions to find out more and check their understanding.</li> <li>-articulate their ideas and thoughts in well formed sentences.</li> <li>-connect one idea to another using a range of connectives.</li> <li>-describe events in some detail.</li> <li>-use talk to use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>-develop social phrases</li> <li>-engage in storytimes</li> <li>-listen to and talk about stories to build familiarity and understanding.</li> <li>-retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>-use new vocabulary in different contexts</li> <li>-engage in non-fiction books</li> <li>-listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>-listen carefully to rhymes and songs, paying attention to what they hear.</li> <li>-learn rhymes, poems and songs.</li> </ul>					

	<p><b>Physical Development</b></p>	<p>Yoga*</p> <p>Moving our body in different ways-rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Developing small motor skills so they can use a range of tools (including cutlery) competently.</p> <p>Daily wake and shakes/movements/dough disco</p> <p>Trim trail- climbing, balancing and taking risks.</p> <p>Cooking skills</p>	<p>Multiskills*</p> <p>Developing ball skills, including rolling, throwing and catching, kicking, passing, batting and aiming.</p> <p>Moving our body in different ways- rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Developing small motor skills so they can use a range of tools (including cutlery) competently</p> <p>Daily wake and shakes/movements/dough disco</p> <p>Trim trail- climbing, balancing and taking risks</p> <p>Cooking skills.</p>	<p>Multiskills*</p> <p>Using a range of large and small apparatus indoors and outdoors.</p> <p>Developing small motor skills so they can use a range of tools (including cutlery) competently.</p> <p>Moving our body in different ways-rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Daily wake and shakes/movements/dough disco</p> <p>Trim trail- climbing, balancing and taking risks.</p> <p>Cooking skills</p>	<p>Multiskills*</p> <p>Developing overall body strength, balance and coordination</p> <p>Developing small motor skills so they can use a range of tools (including cutlery) competently.</p> <p>Moving our body in different ways-rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Daily wake and shakes/movements/dough disco</p> <p>Trim trail- climbing, balancing and taking risks.</p> <p>Cooking skills</p>	<p>Multiskills*</p> <p>In preparation for Sports Day-developing field and track skills</p> <p>Developing small motor skills so they can use a range of tools (including cutlery) competently</p> <p>Moving our body in different ways-rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Daily wake and shakes/movements/dough disco</p> <p>Trim trail- climbing, balancing and taking risks.</p> <p>Cooking skills</p>	<p>Multiskills*</p> <p>In preparation for Sports Day-developing field and track skills.</p> <p>Developing small motor skills so they can use a range of tools (including cutlery) competently.</p> <p>Moving our body in different ways-rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Daily wake and shakes/movements/dough disco</p> <p>Trim trail- climbing, balancing and taking risks.</p> <p>Cooking skills</p>
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S p e c i f i c  a r e a s	Literacy comprehension, word reading and Writing	RWInc Phonics	RWInc Phonics	RWInc Phonics	RWInc Phonics	RWInc Phonics	RWInc Phonics
		<p>To be able to spot and suggest rhymes. To be able to count or clap syllables in a word. To handle books appropriately. To be able to recognise words with the same initial sound. To hold a pencil using the correct grip. To recognise and write their name. To begin to read individual letters by saying the sound for them</p> <p><b>Literacy Texts:</b></p> <p><i>Our Class is Family</i></p> <p><i>Bodies are cool</i></p> <p><i>Ruby's Worry</i></p> <p><i>The Family Book</i></p> <p><i>And Tango makes three</i></p> <p><i>The Best Diwali Ever</i></p> <p><i>FunnyBones (Halloween)</i></p>	<p>To recognise and write their name. To recognise words with the same initial sound. To know to read from left to right. To blend sounds to read cvc words. To begin to read some common exception words. To segment cvc words to help them spell (Fred Fingers) Start sending reading books home</p> <p><b>Literacy Texts</b></p> <p><i>-Whatever Next</i></p> <p><i>-Look Up</i></p> <p><i>-How to catch a star</i></p> <p><i>-There's an alien in your book</i></p> <p><i>Guy Fawkes Story</i></p> <p><i>The Christmas Story</i></p>	<p>To blend sounds into words so they can read words made up of known letter-sound correspondence To be able to read a few common exception words. To begin to read simple phrases and sentences. To segment cvc words to help them spell (Fred Fingers) To form lower case and some capital letters correctly.</p> <p><b>Literacy Texts:</b></p> <p><i>Mog and the V.E.T (pets)</i></p> <p><i>Dear Zoo (wild animals)</i></p> <p><i>We're going on a Bear Hunt</i></p> <p><i>The Great Race (Lunar New Year)</i></p> <p><i>My first book of garden birds.</i></p>	<p>To blend sounds into words so they can read words made up of known letter-sound correspondence To be able to read a few common exception words. To begin to read simple phrases and sentences. To segment cvc words to help them spell (Fred Fingers) To form lower case and some capital letters correctly. To compose a sentence orally before writing it</p> <p><b>Literacy Texts:</b></p> <p><i>Mr Wolf's pancakes</i></p> <p><i>Tad</i></p> <p><i>Non fiction: Egg to chicken</i></p> <p><i>The Little Red Hen (talk for writing)</i></p> <p><i>The Tiny Seed</i></p>	<p>To demonstrate understanding of what has been read to them. To anticipate key events in stories. To use and understand recently introduced vocabulary (word of the week) To be able to say a sound for each letter of the alphabet and at least 10 digraphs. To read words consistent with their phonic knowledge by sound blending. To read aloud simple sentences that include some common exception words. To write recognisable letters, most of which are correctly formed. To write simple phrases and sentences that can be read by others using a capital letter and full stop. To reread what they have written to check it makes sense.</p> <p><b>Literacy Texts:</b></p>	<p>To demonstrate understanding of what has been read to them. To anticipate key events in stories. To use and understand recently introduced vocabulary (word of the week) To be able to say a sound for each letter of the alphabet and at least 10 digraphs. To read words consistent with their phonic knowledge by sound blending. To read aloud simple sentences that include some common exception words. To write recognisable letters, most of which are correctly formed. To write simple phrases and sentences that can be read by others using a capital letter and full stop. To reread what they have written to check it makes sense.</p> <p><b>Literacy Texts:</b></p>



			<ul style="list-style-type: none"> <li>Composition of 4 and 5</li> <li>Composition of 1-5</li> </ul> <p><u>Shapes with 4 sides</u></p> <ul style="list-style-type: none"> <li>Identify and name shapes with 4 sides</li> <li>Combine shapes with 4 sides</li> <li>Shapes in the environment</li> <li>My day and night</li> </ul>	<ul style="list-style-type: none"> <li>Composition of 6, 7 and 8</li> <li>Make pairs-odd and even</li> <li>Double to 8 (find a double)</li> <li>Double to 8 (make a double)</li> <li>Combine 2 groups</li> <li>Conceptual subitising</li> </ul>	<ul style="list-style-type: none"> <li>Composition to 10</li> <li>Bonds to 10 (2 parts)</li> <li>Make arrangements of 10</li> <li>Bonds to 10 (3 parts)</li> </ul> <p><u>Explore 3-D shapes</u></p> <ul style="list-style-type: none"> <li>Recognise and name 3-D shapes</li> <li>Find 2-D shapes within 3-D shapes</li> <li>Use 3-D shapes for tasks</li> <li>3-D shapes in the environment</li> <li>Identify more complex patterns</li> <li>Copy and continue patterns</li> <li>Patterns in the environment</li> </ul>	<ul style="list-style-type: none"> <li>How many did I take away?</li> </ul> <p><u>Manipulate, compose and decompose</u></p> <ul style="list-style-type: none"> <li>Select shapes for a purpose</li> <li>Rotate shapes</li> <li>Manipulate shapes</li> <li>Explain shape arrangements</li> <li>Compose shapes</li> <li>Decompose shapes</li> <li>Copy 2-D shape pictures</li> <li>Find 2-D shapes within 3-D shapes</li> </ul>	<ul style="list-style-type: none"> <li>Replicate and build scenes and constructions</li> <li>Visualise from different positions</li> <li>Describe positions</li> <li>Give instructions to build</li> <li>Explore mapping</li> <li>Represent maps with models</li> <li>Create own maps from familiar places</li> <li>Create own maps and plans from story situations</li> </ul> <p><u>Make connections</u></p> <ul style="list-style-type: none"> <li>Deepen understanding</li> <li>Patterns and relationships</li> </ul>
	<b>Understanding of the world</b>	Getting to know each other- understanding what makes us all special and unique and exploring our different cultures.	Observing the changing seasons Diwali Guy Fawkes/Bonfire Night Remembrance Day	Observing the changing seasons Lunar New Year Valentine's Day World Book Day	Observing the changing seasons Gardening-planting vegetables Looking after Earth	Observing the changing seasons St George's Day	Observing the changing seasons Father's Day Visit from emergency services

		Talking about the lives of people around us. Observing the changing seasons Black History Month Halloween Gardening-planting Spring bulbs Recycling week Reading Stories to ignite discussions about the past	Children in Need Christmas Reading Stories to ignite discussions about the past	Visits from pets Reading Stories to ignite discussions about the past	Pancake Day Mother's Day Easter Reading Stories to ignite discussions about the past Volcanoes Ramadan and Eid	Caterpillars,tadpoles and chicks in class to observe lifecycles. Reading Stories to ignite discussions about the past	Reading Stories to ignite discussions about the past
	<b>Expressive arts and design</b>	Role Play Areas Singing, dancing, rhymes Craft Activities Self Portraits Diwali Diya lights	Role Play Areas Singing, dancing, rhymes Craft Activities Painting Bonfire/Firework pictures Christmas Crafts	Role Play Areas Singing, dancing, rhymes Craft Activities Painting Making pancakes Baking bread	Role Play Areas Singing, dancing, rhymes Craft Activities Painting	Role Play Areas Singing, dancing, rhymes Craft Activities Painting	Role Play Areas Singing, dancing, rhymes Craft Activities Painting Designing and making a trap to trap the evil pea!
	<b>Spanish</b>	<p><b>Language Angels: LOS COLORES Y LOS NÚMEROS E</b></p> <p><b>Unit Objective: To learn 10 colours and count from 1-10 in Spanish.</b></p> <p><b>Skills we will develop:</b> Learning to listen really carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words we have learnt in Spanish long term.</p> <p><b>Phonics &amp; pronunciation we will see:</b> Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>• J sound in naranja</li> <li>• LL sound in amarillo</li> <li>• RR sound in marrón</li> <li>• Stress Placement.</li> <li>• Accents.</li> </ul> <p><b>Vocabulary we will learn &amp; revisit:</b> Ten common colours and how to count from 1 -10 in Spanish. This is all listed on the Vocabulary Sheet.</p>	<p><b>Language Angels: Shapes Figuras geométricas E</b></p> <p><b>Unit Objective: To remember and name 10 common shapes and count from 1-5 in Spanish.</b></p> <p><b>Skills we will develop:</b> Working on being able to pronounce and remember new words in Spanish using images of the shapes to help us. Learning our first words in Spanish and learning to remember the article/determiner with the noun. Using what we know in English to help us. Working on remembering the shapes in Spanish over a longer period of time.</p> <p><b>Phonics &amp; pronunciation we will see:</b> Recommended phonics focus: CH J Ñ LL RR</p> <ul style="list-style-type: none"> <li>• LL sound in Estrella</li> <li>• Stress Placement. Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable.</li> <li>• For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like rom-bo and es-tre-lla.</li> <li>• Accents.</li> </ul>	<p><b>Language Angels: The Seasons: LAS ESTACIONES E</b></p> <p><b>Unit Objective: To learn more about seasons in Spanish.</b></p> <p><b>Skills we will develop:</b> Learning to listen more carefully to what we hear in Spanish. Starting to become more familiar with the different sounds, pronunciation and letter strings/phonemes. Starting to learn how to remember and recall words in a different language so that we can say start to remember the names of the four seasons in Spanish.</p> <p><b>Phonics &amp; pronunciation we will hear &amp; see:</b></p> <ul style="list-style-type: none"> <li>• Ñ sound in otoño. Starting to learn that it is very common and specific sound to Spanish. Like the 'ny' sound in the English word canyon.</li> <li>• J sound in hojas.</li> </ul>			

	<b>Outdoor Learning</b>	Embedded across all areas of learning					
	<b>Computing</b>	<p>To understand that technology is all around us.</p> <p>To know that we should access technology only with adult support.</p> <p>To be able to access a device with a touchscreen.</p>	<p>To become familiar with the names for different devices; tablet/iPad, Chromebook, Computer.</p> <p>To learn how to take care of our digital devices.</p> <p>To move digital objects using a touchscreen.</p>	<p>To become familiar with how to change digital tools such as colours in art programs.</p> <p>To become familiar with saving their own work.</p>	<p>To understand that we can play games on digital devices.</p> <p>To experiment with creating digital art.</p>	<p>To make digital music.</p>	<p>To become familiar with the new programs they will use in KS1.</p> <p>To understand they have their own passwords and passwords are private.</p>