

# Reception Long term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events	Settling in Roald Dahl Day Harvest Halloween	Bonfire Night Diwali Remembrance Day Christmas Hannukah	Pancake Day Chinese New Year	Easter Mother's Day Holi Ramadan	Eid ul Fitr World turtle day World environment Day	Eid -ul- Adha Bike Week Father's Day Transition
Topics	<b>Marvellous Me</b>  What makes me special?  Can I eat chocolate for breakfast?	<b>Winter Wonderland</b>  Where do polar bears live?  How do you keep warm?	<b>Toys</b>  How does it work?  Did granny play with a PS3?	<b>Animals around the World</b>  Why do zebras have stripes?  Did dinosaurs exist? How do we know?	<b>Traditional Tales</b>  Why is the character of the wolf always bad? Is it true?  Should Jack go to jail for stealing?	<b>Out &amp; About</b>  How can I get to the moon?  Why is the sea blue?  Where do I live?
Focus Texts	The Colour Monster starts school- Anna Llena  What makes me a Me? Joan Sweeney	Pole to Pole- North Pole to South Pole- Michael Bright  Stickman- Julia Donaldson	Everywhere bear- Julia Donaldson  Supertato- Sue Hendra and Paul Linnet	Who's that scratching at my door?- Amanda Leslie  Stomp, chomp, big roars! Here come the dinosaurs- Kaye Umansky and Nick Sharrat	Little Red Riding Hood  The 3 billy goats gruff  The Gingerbread Man	The Naughty Bus  Pirate Pete- Nick Sharratt  Shark in the Dark- Nick Sharatt
Linked texts	Me and my amazing body- Joan Sweeney  My body sends a signal- Natalia Maguire  All feelings are ok- Emily Hayes	Snowman  Snowman and his dog  Jolly Post man- Alan Alhberg  The Christmas Pine- Julia Donaldson	Lost in the Toy Museum- David Lucas The only Bear for me- Robert McPhillips  Toys in Space- Mini Grey The Runaway Wok- Ying Compestine	How animals say goodnight- Ester Codova  The storm whale- Benji Davies  Rumble in the Jungle- Giles Andre and David Wojtowycz	Little Rude Riding Hood- Susan Sweet  The great fairy tale disaster- David Conway and Melanie Williamson  Goldilocks and just one bear- Leigh Hodgkinson	Whatever Next- Jill Murphy  Smiley Shark- Ruth Galloway  Barry the fish with fingers- Sue Hendra

	<b>Funny bones- Alan and Janet Alhberg</b>	<b>Polar bear Polar bear</b>				
<b>Phonics</b>	<p>Oral blending</p> <p>Learn set 1 sounds m,a,s,d,t,l,p,n,g,o,c,k,u, b,f,e,i,h,r, j,v,y,w,z,q,x</p> <p>Blend simple words</p> <p>Segment sounds to spell simple CVC words</p> <p>Word time 1-5</p>	<p>Oral blending</p> <p>Learn set 1 sounds and digraphs- sh, th, ch, ng, nk</p> <p>Blend simple words and those including digraphs</p> <p>Segment sounds to spell simple CVC words and those containing digraphs learnt</p> <p>Read and spell word time 5-6</p>	<p>Learn digraphs-- sh, th, ch, ng, nk</p> <p>Read and spell words with set 1 sounds and digraphs (CVCC)</p> <p>Read and spell word time 6 and 7 including multisyllabic words)</p>	<p>Learn set 2 sounds ay, ee, igh, ow , oo, oo ar or air ir oy ou</p> <p>Read and spell words with taught set 2 sounds (CCVCC and CCCVC)</p>	<p>Learn set 2 sounds ay, ee, igh, ow , oo, oo ar or air ir oy ou</p> <p>Read and spell words with taught set 2 sounds</p>	<p>Review set 2 sounds</p> <p>Learn Set 3 sounds ea oi a-e i-e o-e u-e ow aw are ur er ai</p>
<b>Reading</b>	<p>RWI Talk Through Stories</p> <p>Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why?</p> <p>Sequencing pictures to tell a story</p>	<p>RWI Talk Through Stories</p> <p>Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why?</p> <p>Sequencing pictures to tell a story</p>	<p>RWI Talk Through Stories</p> <p>Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why?</p> <p>Sequencing pictures to tell a story</p>	<p>RWI Talk Through Stories</p> <p>Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why?</p> <p>Sequencing pictures to tell a story</p>	<p>RWI Talk Through Stories</p> <p>Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why?</p> <p>Sequencing pictures to tell a story</p>	<p>RWI Talk Through Stories</p> <p>Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why?</p> <p>Sequencing pictures to tell a story</p>
<b>Writing</b>	<p>Pre writing skills</p> <p>Labelling my pictures using known sounds</p> <p>Writing my name</p> <p>Writing shopping lists using initial sounds</p>	<p>Labelling my pictures</p> <p>Writing simple words with sounds in sequence</p> <p>Writing 2 worded captions</p> <p>Writing my name</p> <p>Writing my friend's names</p> <p>Writing shopping lists</p> <p>Writing cards</p> <p>Writing invitations</p>	<p>Writing captions</p> <p>Writing simple sentences using some common exception words</p> <p>Writing simple descriptions of animals</p> <p>Write some words spelt correctly</p> <p>Write questions</p> <p>Write letters</p>	<p>Writing simple sentences using some common exception words</p> <p>Writing simple descriptions of animals</p> <p>Write some words spelt correctly</p> <p>Write questions</p> <p>Write letters</p>	<p>Draw a simple story map and label it correctly</p> <p>Write a letter</p> <p>Created 'wanted' posters</p> <p>Begin to retell a story including key events</p>	<p>Draw a simple story map and label it correctly</p> <p>Write letters to Paddington Bear</p> <p>Begin to write about making a journey</p> <p>Make books retelling their favourite story</p> <p>Write simple instructions</p>

<b>Mathematics</b>	<b>Match, sort and compare</b>	<b>Subitising with objects and sounds</b>	<b>Subitising with objects and sounds</b>	<b>Subitising with objects and sounds</b>	<b>Subitising with objects and sounds</b>	<b>Counting beyond 20</b>
	<b>Talk about measure and patterns</b>	<b>Counting to 20</b>	<b>Alive in 5</b>	<b>Length, height and time</b>	<b>To 20 and beyond</b>	<b>Visualise, build and map</b>
	<b>It's me 1,2,3</b>	<b>Circles and triangles</b>	<b>Mass and capacity</b>	<b>3-D shapes</b>	<b>Manipulate, compose and decompose</b>	<b>Year 1 Place Value</b>
	<b>Subitising with objects and sounds</b>	<b>Exploring numbers to 10</b>	<b>Growing 6,7,8</b>	<b>Number bonds to 5</b>	<b>Sharing and grouping</b>	
		<b>Exploring shapes with 4 sides</b>	<b>Length, height and time</b>	<b>Addition and subtraction to 5</b>		

**My Body**

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary .

Explore the world around them and raise their own simple questions

Name parts of the body

Name 5 senses

I can ask questions about what I see using what, why and how?

I can name head, shoulders, knees, toes, legs, hair, face, eyes, eyebrows, eye lashes, ears, chin, cheeks, lips, teeth, neck, wrists, elbows

I can talk about how to keep healthy

I can sort and classify healthy and unhealthy food

I can talk about similarities and Differences between people

**Weather**

Talk about the differences between materials and changes they notice.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Use their observations and ideas to suggest answers to questions · Talk about what they have found out and how they found it out

I can ask questions about what I see using what, why and how?

I can name and can describe: light, dark, day, night, autumn, winter, cold, freeze, snow, seasons, nocturnal animals, hibernate, sun, moon, bulb, natural light,

I can talk about the changes in the weather

I can talk about how the environment has changed- leaves turning orange and brown, leaves falling, colder weather.

I can sort and classify clothes needed for different seasons

**Materials**

Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)

I can name different materials such as wood, metal, plastic, glass, rock, brick, paper,

I can describe materials- hard, soft, rough, smooth, stretchy, bendy, flexible, stiff, shiny, dull, sharp, waterproof,

I can sort and classify different materials in a range of ways:- hard, soft, shiny and dull, waterproof and not waterproof.

**Animals**

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Use their observations and ideas to suggest answers to questions · Talk about what they have found out and how they found it out

I can name farm animals  
I can name jungle animals  
I can talk about similarities and differences between animals

I can sort and classify animals in different ways e.g. 4 legs, no legs, spotty, stripy, lives in the desert, lives on the farm.

I can record what I have found out through pictures and writing

**Growing & Minibeasts**

Experience different types of scientific enquiries, including practical activities

Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)  
I know that plants need wate, air, soil and sunshine to grow

I can make predictions and observations about growing plants

I can name common plants in the environment e.g. grass, trees, flowers, shrubs, fruit and vegetables  
I can sort and classify fruit and vegetables

I can sort and classify different minibeasts- wings, no wings, legs, no legs etc

I can record what I have found out through pictures and writing

**Floating and sinking**

Use their observations and ideas to suggest answers to questions · Talk about what they have found out and how they found it out

I can make predictions about what will happen

I can sort and classify objects that float and sink

I can sort what materials are waterproof and those that are not

I can make predictions about things that dissolve and do not dissolve

I can record what I have found out through pictures and writing

I can recognise the differences between humans and sea creatures

I can recognise and name a range of sea creatures-

I can use vocabulary to describe sea creatures e.g. tentacles, fins, gills, scales,

# History

<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p><b>I can talk about how I was when I was a baby</b></p> <p><b>I can talk about differences between me as a baby and me now</b></p> <p><b>I know and can talk about sequence of events when putting my coat on, going to the toilet,</b></p>	<p>Comment on images of familiar situations in the past.</p> <p><b>I can talk about key events such as Bonfire Night, Remembrance Day and Christmas and know it happened long ago</b></p> <p><b>I can sequence activities in order e.g. brushing teeth, times of the day e.g. breakfast, lunch, supper and bedtime</b></p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p><b>I can talk about old and new toys</b></p> <p><b>I know the features of something old</b></p> <p><b>I know the features of something new</b></p> <p><b>I can talk about the similarities between old and new toys</b></p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p><b>I know that dinosaurs existed long ago</b></p> <p><b>I know that they existed because people found dinosaur bones and put them together</b></p> <p><b>I know we can find out more about history in a museum</b></p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Compare and contrast transport from now and the past.</p> <p><b>Explore photos of different kinds of transport a 100 years ago</b></p> <p><b>I know that long ago animals were used as transport</b></p> <p><b>I can sort old and new transport</b></p> <p><b>I know that modern transport uses petrol or electricity</b></p> <p><b>I can talk about why walking and sharing cars is good for the environment</b></p> <p><b>I understand that we need to recycle and save energy to save the</b></p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Compare and contrast transport from now and the past.</p> <p><b>Explore photos of different kinds of transport a 100 years ago</b></p> <p><b>I know that long ago animals were used as transport</b></p> <p><b>I can sort old and new transport</b></p> <p><b>I know that modern transport uses petrol or electricity</b></p> <p><b>I can talk about why walking and sharing cars is good for the environment</b></p> <p><b>I understand that we need to recycle and save energy to save the</b></p>
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<b>Geography</b>	Name, locate and Observations- recognise features and places in school/grounds. Recognise where people work in school. Simple routes and features Use directional language around school Talk about own home and where they live	Recognising cold lands and simple features. Explore how the weather/winter affects humans and animals. Use and draw simple maps. Directional language. Pretend to be explorers. Find Arctic on the globe I know I live in Birmingham	Observe weather and seasonal changes  Go on a winter walk.  Measure rainfall	Observe weather and seasonal changes Go on a spring walk. What do you notice?  Explore hot and cold countries  Explore the different places animals live: desert, water, grassland, forest	Observe weather and seasonal changes  Go on a walk – what do you notice?  Create maps linked to the stories	Observe weather and seasonal changes  Holidays - different places around UK/ the World  Create own maps of the classroom, outdoor area  Create a map of my journey to school
	<p><b>Drawing-</b> Experiment with mark making using a range of materials on a variety of surfaces and scales. Use graphic tools, chalks, pencils, brushes etc. to explore a range of marks          Create simple representations of events, people and objects.</p> <p><b>Painting-</b> Explore what happens when mixing colours, Know how colours get lighter and darker. Know how to make orange, green and purple. Explore mark making using card, brushes, sticks, sponges, fingers</p> <p><b>Printing-</b> Explore printing techniques- focus on direct printing using a range of resources to create a planned effect, create patterns</p> <p><b>Collage-</b> Tear, cut, glue, rearrange visual materials</p> <p><b>3D-</b> Take part in purposeful play with materials e.g. sand, play dough, clay, construction kits to create</p> <p><b>Textiles-</b> Sort materials using appropriate vocabulary. Select appropriate materials for models</p> <p>Vocabulary: Drawing: Draw, pencil, chalk, crayon, Painting: Paint, brush, colour mixing -orange, purple, green Printing: Print, press, lift, repeating pattern          Collage: Cut, glue, tear, rough, smooth 3D: Join, build, construct, combine          Textiles: Hard, soft, rough smooth, fluffy, shiny, dull, dark</p>					
<b>Art and Design</b>	<p><b>Portraits</b>          Drawing and mark making</p> 	<p><b>Kadinsky</b></p>  <p>Making vegetable soup (DT)</p>	<p><b>Junk modelling</b></p> 	<p><b>African Art</b>          Exploring paint</p>  <p>Weaving and threading/          making a book mark (DT)</p>	<p><b>Monet</b></p> 	<p><b>Van Gogh</b>          Craft and design          Sunflower project          Making boats (DT)</p> 

<b>P.E</b>	<b>Gymnastics 1</b>	<b>Gymnastics 2</b>	<b>Manipulation and Co-ordination 1</b>	<b>Manipulation and Co-ordination 2</b>	<b>Speed agility and travel</b>	<b>Dance</b>
<b>Computing</b>	<p><b>Digital Literacy</b>          Develops digital literacy skills by being able to access, understand and interact with a range of technologies.          I can give simple examples of rules when staying safe online.          I can give examples of devices in my home that might be connected to the internet I can give examples of when I should ask permission to do something online and explain why this is important.          I can recognise some ways in which technology might be used to communicate with people I know.</p> <p><b>Computer Science</b>          Completes a simple program on electronic devices such as bee bot or a coding app. Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. Knows that information can be retrieved from digital devices and the internet, Shows an interest in technological toys with knobs, pulleys, real objects such as cameras and touchscreen devices such as mobile phones and tablets.</p> <p><b>Information technology</b>          Can create content such as video recording, stories and drawing pictures on a screen.          Uses IT hardware to interact with age-appropriate apps. Can use the internet with adult supervision to find and retrieve information of interest to them. Input commands using a mouse to control a cursor and use the left click to select options OR use finger control to interact with a tablet (double tap, swipe) Input commands using the space bar, backspace, enter, letters and numbers on a keyboard on any device (including on a tablet).          Manage a device by correctly closing websites or apps and safely turning on and off. Knows how to operate simple equipment e.g. – turn on the interactive board, use a remote control.</p>					
	<p style="text-align: center;"><b>Autumn</b></p> <p style="text-align: center;"><b>Using programmable toys</b></p> <p style="text-align: center;"><b>Understanding the different technology around us</b></p> <p style="text-align: center;"><b>Taking pictures using an Ipad</b></p> <p style="text-align: center;"><b>Turning the computer/ Ipad on and off correctly</b></p> <p style="text-align: center;"><b>To access age appropriate games on an interactive screen</b></p>	<p style="text-align: center;"><b>Spring</b></p> <p style="text-align: center;"><b>Using a mouse to click on an icon</b></p> <p style="text-align: center;"><b>To be create a picture on a Paint program</b></p> <p style="text-align: center;"><b>To access Lexia independently on an Ipad/computer</b></p> <p style="text-align: center;"><b>To access Numbots independently on an Ipad computer</b></p>	<p style="text-align: center;"><b>Summer</b></p> <p style="text-align: center;"><b>To type my name on word</b></p> <p style="text-align: center;"><b>To type simple words</b></p> <p style="text-align: center;"><b>To begin to use a space bar</b></p> <p style="text-align: center;"><b>To write a caption for my picture</b></p>			

