

Long Term Planning - Year Reception

Topics	Autumn Marvellos Me and My Family To Coaley and Beyond!		Spring Once Upon a Time A Bug's Life		Summer Victorious Victorians Superheroes	
Focus	What I like to play and read A love of reading	Keeping healthy and fit	Working with friends to tell stories	Finding out about the wider world and the smaller world.	Explore the place where we live, past and present.	Become a strong resilient person, eager to grow and learn.
SIAMS and value focus.	Respect School rules, adults, peers, our work. Truth Be honest and always tell the truth, no matter how hard that is.		Compassion Show compassion and care for all of God's creatures-big and small. Caring for our amazing universe. Humility Know the importance in saying sorry, it's ok to be wrong, we can learn from others.		Courage Be brave and take on a challenge- growth mindset, have a go! Forgiveness showing we are sorry by having faith in ourselves and others. Superheroes who have forgiven and made the world a better place.	
Key text(s)	The Tiger who came to Tea Pumpkin Soup Bob, The man on the moon BurglarBill Meerkat Mail Three Little Pigs Owl Babies Funny Bones-my body Beegu I'm lost Dave's Cave Dave's Rock Five minutes peace Peace at last Whatever Next! Mog stories Oscar Got the Blame		Wolves Prince Cinders Traditional Tales: Chicken Licken, Little Red Riding Hood, The Little Red hen, Jack and the Beanstalk, Ginger Bread man, Goldilocks, Princess and the Pea Jim and the Beanstalk Oi, Get Off our Train The Very Hungry caterpillar The Mixed up chameleon The Old lady who swallowed a Fly The Bog baby Tad Sophie's snail The Snail and the Whale Mr Wolf's pancakes Handa's Surprise		Elmer Stories Rumble in the Jungle The Lion Who Lost His Roar The Rainbow Fish Commotion in the Ocean Tiddler Zog Stories Topsy and Tim Superworm Detective dog Supertato The very helpful hedgehog That Rabbit Belongs to Emily Brown Traction man My mum is a Suprmum Avocado baby Traction Man	

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	<p>Knuffle Bunny Not Now Bernard stick man Little Rabbit Foofoo The Elephant and the bad baby-Elfrida Vipont</p> <p>Poem to learn by heart: The Lost Doll - Kingsley</p>	<p>Rosie's Walk Non-fiction- life cycles, information texts about bug.</p> <p>Poem to be learned by heart: There was an old lady who swallowed a fly.</p>	<p>Non Fiction texts- people who help us.</p> <p>Poem to be learned by heart: The Arrow and the song- Wadworth Longfellow</p>
Writing	<ul style="list-style-type: none"> • Mark-making in the indoor and outdoor environment • Write own name • Write sounds from phonics milestones using GPCs all phase 2 • Writing the initial sounds in words • Autumn 2- HPA begin to write labels and captions • Writing genres linked to topic include: key events from stories in story maps, character descriptions, lists & letters (to Father Christmas) • All phase 2 tricky words and phase 2 sounds. • Spelling shed spelling scheme 	<ul style="list-style-type: none"> • Mark-making in the indoor and outdoor environment • Write sounds from phonics milestones using GPCs all phase 2 and phase 3 sounds. • Begin to write in captions and labels • Begin to use capital letter at the beginning of a word. • Segment for spelling • Use Finger spaces • Compose before writing • Potential writing genres linked to topic include: Story map, key events from stories, WANTED posters, labelling pictures, instructions. • Spelling shed spelling scheme 	<ul style="list-style-type: none"> • Mark-making in the indoor and outdoor environment • Use finger spaces, full stops and capital letters. • Write sounds from phonics milestones using GPCs all phase 2 and phase 3, 4 and some phase 5 sounds • Segment for spelling • Write in short phrases/sentences • Potential writing genres linked to topic include: thank you letters, super hero cartoon, instructions, character descriptions • Spelling shed spelling scheme
Reading	<ul style="list-style-type: none"> • Oral blending • Linking sounds to letters phase 2 and CEW • Read words containing sounds from phonics milestones. • Hearing and saying initial sounds in words • Lending the sounds in simple words • Language-rich environment (labels, instructions, rhyming words in books/poems) 	<ul style="list-style-type: none"> • blending the sounds in simple words/phrases and begin to read short sentences reflecting phonics milestones. • Link sounds to letters phase 3 and 4 and CEW • Begin to develop comprehension - understanding of what is being read • Begin VIPERS sessions to explicitly teach key reading skills • Reading for Pleasure to be embedded in the environment and during story times 	<ul style="list-style-type: none"> • Read and understand short sentences reflecting phonics milestones • Reread what they have written to check for sense. • Read words containing phase 2,3,4 and some 5 sounds. • Read CEW from phonics milestones. • Practise reading fluently • VIPERS sessions continue to explicitly teach key reading skills • Poems explored in more detail

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	<ul style="list-style-type: none"> • Sharing and handling books • Reading for pleasure (sharing the spine books and giving opinions) • Secret reader throughout the year • Answer simple questions relating to a text 		
Maths Cando Termly Overviews	<ul style="list-style-type: none"> • Counting stories and rhymes, • choral counting, • group counting • Continuous provision counting • Counting principles-increase • 1;1 correspondence • Counting 5 • Counting 4 • Counting 6 • Counting 7 • 3D Shape • Counting 8 • Counting 9 • Counting 10 • Counting beyond 10 • Length • Position • Pattern 	<ul style="list-style-type: none"> • Counting stories and rhymes, • choral counting, • Compare amounts • Order amounts • Find 1 more • Weight • Capacity • Add • Find 1 less • Take away • Time • 2D Shapes • Money 	<ul style="list-style-type: none"> • Counting stories and rhymes, • choral counting, • Calculating with 5 • Calculating with 6 • Calculating with 7 • Calculating with 8 • Calculating with 9 • 3D shape Length • Position • Pattern • Weight • Double numbers • Share to solve problems • Halve • Revisit aspects of number from assessment • Capacity • Time • 2D shape • Money
Communication and Language	<ul style="list-style-type: none"> • Listen in circle time • Listening skills - small groups & whole class (attend worship) • Follow instructions • Speak with confidence (answer register) • Ask simple questions. • Uses complex sentences to link thoughts • Uses new vocabulary, including topic based vocabulary and from YR group list. 	<ul style="list-style-type: none"> • Articulate ideas in well thought sentences • Ask questions to check and find out more, e.g. life cycles. • Describe events in detail • Develop social phrases linked with school day. • Engage in in social phrases • Talk about non-fiction books 	<ul style="list-style-type: none"> • Learn stories and rhymes • Use talk to help organise thinking and activities • Retell a story • Learn rhymes • Use new vocabulary in context

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		<ul style="list-style-type: none"> • Copy repeated refrains from tales. 	
Understanding of the world	<p>The World</p> <ul style="list-style-type: none"> • Harvest • Visit to church • Careful observations of the environment around including farm trip and Autumn walks • Space - linked to Whatever Next! • The seasons • Using senses <p>People and Communities</p> <ul style="list-style-type: none"> • Looking at how we and other people celebrate at this time of year. • Talk about family & significant events in their lives - past & present • People we know • Sharing objects brought in from home in the 'All about me' box • Zoo & farm - look at the similarities and differences • What makes me unique <p>Technology</p> <ul style="list-style-type: none"> • E-safety 	<p>The World</p> <ul style="list-style-type: none"> • Observe changes to beans/sunflowers planted & caterpillars - experiment with growing beans • Highlight the importance of caring for living things and the environment - how we can impact the environment • Look & similarities & differences in their locality • Simple map work- school area, classroom • Explore the natural world, minibeasts • Environments - hot and cold places <p>People and Communities</p> <ul style="list-style-type: none"> • people from the past-Mary Anning • Keeping warm in Winter • Living by the sea, countryside or city. <p>Technology</p> <ul style="list-style-type: none"> • E-safety • Complete games on interactive whiteboard • BeeBots, interactive white board, talk tins. • Technology - research life cycles on the internet 	<p>The World</p> <ul style="list-style-type: none"> • Images from the past • People from the past- Queen Victoria, Mary Seacole. • Looking at different occupations and how people help us • Super materials - what they are made from, properties, waterproof, float/sink. <p>Technology</p> <ul style="list-style-type: none"> • E-safety • Technology - Create pictures on iPads • Create superhero character pictures on laptops
Key piece of music/composer	<ul style="list-style-type: none"> • Nativity songs/Christmas Carols • Holst • Vivaldi- four seasons 	<ul style="list-style-type: none"> • Peter and the Wolf- Prokofiev • "Flight of the Bumblebee" written by Nikolai Rimsky-Korsakov for his opera 	<ul style="list-style-type: none"> • superhero film tracks - Star Wars, superman

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		The Tale of Tsar Saltan, ... •	
Expressive art and design	<p>Being Imaginative</p> <ul style="list-style-type: none"> • Role-play with new friends • Using resources to create props and support play • Explore musical instruments and their sounds • Act key stories <p>Using media and materials</p> <ul style="list-style-type: none"> • Joins in with songs and sing in a group. • Learn a song and clapping sequence • Constructs with a purpose in mind • Developing technique for using tools (scissor skills/pencil grip/utensils in the natural kitchen • Nature art/art in nature • Stick man 	<p>Being imaginative</p> <ul style="list-style-type: none"> • Role-play different occupations • Developing a narrative • Act key stories <p>Using media and materials</p> <ul style="list-style-type: none"> • Sing solo • Learn a song by heart and clapping sequence. • Selects appropriate resources • Begins to adapt work where necessary • Junk build a traditional tales community • Create minibeasts • Still life 	<p>Being imaginative & Using media and materials</p> <ul style="list-style-type: none"> • Focus on statements where there are gaps • Make a superhero vehicle • Learn thank you very much, London's burning by heart. • portraits of queens, people from past • Roleplay emergency services • Act key stories
Key piece of art/artist	<ul style="list-style-type: none"> • Andy Goldsworthy 	Matisse -Snail	Lowry
Physical development	<p>Moving and handling</p> <ul style="list-style-type: none"> • Experiment with different ways of moving in outdoor area - walking, jumping, running, hopping, skipping, climbing, rolling, crawling, • Obstacle courses in den making area • Grip of writing tools • Developing gross motor skills on the wall apparatus/climbing equipment • Fine motor control - funky fingers, mark making, dough disco, pincer grip when holding a pencil • Simple cutting patterns • Experiment with different ways of moving in PE • Negotiating space • Throwing 	<p>Moving and handling</p> <ul style="list-style-type: none"> • Throwing • Rolling • Handle equipment and small apparatus • Gymnastics - balance, jumping & landing • Dance- moving in response to music • Letter formation - pincer grip • Fine motor-scissor, forks and spoons in role-play and lunch <p>Health and self-care</p> <ul style="list-style-type: none"> • Dressing more independently • Hygiene, caring from themselves and others • Healthy eating 	<ul style="list-style-type: none"> • Moving and handling • Dance- combining movements • Games - Control when throwing/catching, pushing/batting an object • Experiment with different ways of moving • Sports Day practise • Letter formation - pincer grip • Posture for writing at a table <ul style="list-style-type: none"> • Health and self-care • Hygiene, caring from themselves and others • Healthy eating • Healthy exercise

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	<ul style="list-style-type: none"> Lining up <p>Health and self- care</p> <ul style="list-style-type: none"> Understanding the need for safety - link to Bonfire Night Managing personal hygiene Getting self-dressed Being safe & taking risks Wake and shake - moving to music 		<ul style="list-style-type: none"> Being healthy
RE	<p>Unit 1.1 What do Christians believe God is like? Harvest festival, the world</p> <p>Unit 1.3 Why does Christmas matter to Christians? The Nativity, christian traditions at Christmas.</p>	<p>Unit 1.10 What does it mean to belong to a faith community? Traditions, baptism</p> <p>Unit 1.4 What is the good news Christians say Jesus brings?</p> <p>Unit 1.5 Why does Easter matter to Christians</p>	<p>Unit 1.10 What does it mean to belong to a faith community? Buildings, traditions, key faith stories (e.g. David, Ruth, Festival of Hanukah, Rama and Sita) and our own special stories</p>
<p>Personal, social & emotional development</p> <p>Resources from SCARF can also be used to support PSED</p>	<p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> Circle time Adults modelling play in areas of provision Visual timetables for transition and behaviour expectations. Feelings - How to deal with anger e.g. when someone has taken a toy Leave carer independently Class routines and rules Behaviour chart - traffic light system <p>Self Confidence and self-awareness</p> <ul style="list-style-type: none"> Be a chatter box Select resources Helping hands Respond to praise See self as an individual <p>Making Relationships</p> <ul style="list-style-type: none"> Support to make friendships Respond to adults 	<p>Managing feelings and Behaviour</p> <ul style="list-style-type: none"> Clear understanding of boundaries & expectations with behaviour <p>Self Confidence and Self Awareness</p> <ul style="list-style-type: none"> Talking about self in positive terms Talking about what they like and dislike <p>Making Relationships</p> <ul style="list-style-type: none"> Taking turns- board games, circle time Playing cooperatively Sensitivity to others' needs Finding a compromise/ negotiate and solve problems 	<p>Managing feelings and behaviour</p> <ul style="list-style-type: none"> Friendships Finding a compromise/ negotiate and solve problems with less adult support Transition to year one Show resilience Control own feelings Consider the feelings and perspective of others Value difference and praise peers as superheroes.

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Cultural diversity/SMCS	<p>S: celebrating Christmas and harvest M: should I listen to adults at school? S: school rules and where do I belong C: Children from a city school</p>	<p>S: Easter story and music in celebrations M: respecting different beliefs and those less fortunate S: Caring for the local environment-litter C: My local area</p>	<p>S: Find out about a family/friend. Do something for charity M: important jobs. Show kindness and stamp out unkindness S: Explore a new activity Should we judge people because of the way they look? C: Right or wrong comparing cultural differences</p>
P4C links	<ul style="list-style-type: none"> • Introduce language of "I agree/disagree with" • Stimulus - Why do we need rules? 	<ul style="list-style-type: none"> • Respect for each other - turn taking, listening • Stimulus - Is my way the only way? 	<ul style="list-style-type: none"> • Respond to each other and offer an opinion • Stimulus - What is a superhero?
Trips/visit to school	<ul style="list-style-type: none"> • walks around the local area • Visit the local church for harvest and nativity • Tyndale monument • Panto trip • Farm Trip 	<ul style="list-style-type: none"> • Library • Visit from fire station or police • World book day • Mini beast hunt in local fields • 	<ul style="list-style-type: none"> • Weston - Super- Mare • Cam Peak- super climbing!