

Reception Long Term Plan 25-26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General Themes</p> <p>STC: Children's interests</p>	<p>What Makes Me Special?</p> <p>Little Red Hen</p>	<p>ABRACADABRA!</p> <p>Room on the Broom</p>	<p>ONCE UPON A TIME!</p> <p>The Three Little Pigs</p>	<p>ROOTS, SHOOTS & WELLIE BOOTS!</p> <p>Superworm</p>	<p>OUT OF THIS WORLD!</p> <p>How to catch a star</p>	<p>LAND AHOY!</p> <p>Rocket Says Clean up!</p>
<p>High quality Texts (core book texts in each classroom)</p>	<p>Ruby's Worry The Colour Monster Little People Big Dreams Actual Size Rosies Walk Pumpkin Soup</p>	<p>Funny Bones Meg and Mog series Jolly Postman Stick Man Zog The Christmas Story</p>	<p>Luna New Year The Three Little Pigs The Three Billy Goats Gruff The Enormous Turnip What the Ladybird</p>	<p>Non-fiction books on chicks Jaspers Beanstalk Oi Frog The tiny seed The odd egg</p>	<p>The Man on the Moon Astro Girl Beegu Aliens Love Underpants Whatever Next I am Neil Armstrong Look Up!</p>	<p>Alba the 100 year old fish Who Swallowed Stanley Attenborough Little People Big Dreams Sharing a Shell A home for a Pirate</p>
<p>'Wow' moments / Enrichment</p>	<p>Autumn Trail Dot Day Harvest Festival</p>	<p>Bonfire Night Diwali Remembrance Day Polar Express Day Local area walk around the Estate.</p>	<p>Valentines' day Lunar New Year Australia Day Local area walk to the Metro station. Local Career visits.</p>	<p>World Book Day Easter Pancake Day International Women's Day</p>	<p>International Space Day</p>	<p>June Healthy Eating Week Sports Day Reception Trip</p>



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General Themes	What makes me special?	Abacadabra!	Once upon a time!	Roots, shoots & wellie boots!	Out of this world!	Land ahoy!
British Values	<p>Mutual respect</p> <p>We are all unique in our way.</p> <p>We respect differences between different people and their beliefs in our community, in this country and all around the world.</p> <p>All cultures are learned, respected, and celebrated.</p>	<p>Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated, and we all share and respect the opinions of others.</p> <p>Mutual tolerance of those with different faiths and beliefs and for those without faith and are experienced through celebrations.</p>	<p>Rule of law</p> <p>We all know that we have rules at school that we must follow.</p> <p>We know who to talk to if we do not feel safe.</p> <p>We know right from wrong.</p> <p>We recognise that we are accountable for our actions.</p> <p>We must work together as a team when it is necessary.</p>	<p>Individual liberty</p> <p>We all have the right to have our own views.</p> <p>We are all respected as individuals.</p> <p>We feel safe to have a go at new activities.</p> <p>We understand and celebrate the fact that everyone is different.</p>	<p>Democracy</p> <p>We all have the right to be listened to.</p> <p>We respect everyone and we value their different ideas and opinions.</p> <p>We have the opportunity to play with who we want to play with.</p> <p>We listen with intrigue and value and respect the opinions of others.</p> <p>We understand that we can make our own decisions through voting.</p>	<p>Recap all British Values</p> <p>! British Values underpin what it is to be a child around Newcastle.</p> <p>Great Britain valuing our community and celebrating diversity of the UK.</p> <p>Fundamental British Values are not exclusive to being British and are shared by other democratic countries.</p>



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	Throughout the year, children will recall and define specialist vocabulary relating to current stories and topics.					
Communication and Language	<ul style="list-style-type: none"> Follow adult cues to show good listening. Follow four-word level instructions. Learn to listen attentively as part of a new group. Respond to common social phrases like, "Good morning, how are you". Participate in predictable and familiar texts Recall a range of simple nursery rhymes. Use sentences to 'ask.' Talk about experiences that are familiar to them, sharing with peers and adults. Answer either or questions, Participate in adult narration of independent learning. 	<ul style="list-style-type: none"> Secure more complex rhymes. Turn take during conversations in small and larger groups with adult props and support. Follow instructions "behind", "in front" and "next to" Offer reasons and explanations in response to 'why' and 'how' questions e.g. "What has made you sad?" instead of "Why are you sad?" Engage others and share my thoughts and experiences. Use sentences and simple manners to 'ask.' Explore non-fiction texts to develop awareness of facts. 	<ul style="list-style-type: none"> Play with words and rhymes, including silly rhymes. Participate in very familiar stories as choric speech between narrator and characters. Link sentences using 'and' and 'because' to link and extend their ideas. To take turns to talk in a small group. Generally stick to the topic of the conversation. Retell a story with story language 	<ul style="list-style-type: none"> Teach new skills to others using demonstrations or verbally. To answer speculative and open ended questions. Build a repertoire of problem solving words or phrases like 'I think', 'You could and "We should" Use a variety of tenses but still have immature irregular grammar. To turn take when in larger groups To use pronouns correctly. 	<ul style="list-style-type: none"> Listen to, engage in and talk about non-fiction books. Tell familiar stories with dialogue using small world figures. Review and recall experiences in detail with peers and adults. Memorise rhymes and incorporate body percussion sounds as a simple performance. To ask and answer speculative and open ended questions. Talk using a more complex sentence structure and link thoughts, ideas and events with 'and', 'because' and 'so'. Take turns in conversations and alter what I will say depending on what the other person has said. 	<ul style="list-style-type: none"> Generate imaginative and original narratives using small world figures or in roleplay with open ended props. Understand language including challenging adjectives, verbs and positional vocabulary instructions. Children give their own instructions to each other when playing games.
Listening attention and Understanding						
Speaking.						



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Personal, Social and Emotional Development	<ul style="list-style-type: none"> ○ Become familiar with the other children and adults in class. ○ Begin to follow our classroom routines including self-help with clothing. ○ To be able to follow rules and know why they are important, articulating this to other children ○ Distinguish between healthy food choices and special treats. 	<ul style="list-style-type: none"> ○ Follow wider school regimes like assembly and whole school singing. ○ Articulate and demonstrate teeth cleaning. ○ Articulate and demonstrate handwashing and food preparation. ○ Identify healthy ingredients in healthy snacks. ○ Work in pairs to succeed in a challenge. ○ Perform confidently to an audience during the Christmas sing along. ○ Show awareness and talk about same and different families and homes. ○ To know what it means to be respectful and to be treated with respect. ○ To take off and put on socks and shoes. ○ Talk about how to stay safe online. 	<ul style="list-style-type: none"> ○ Articulate the rationale for school rules, routines and expectations. ○ Work in a small group on tasks like turn taking games. ○ Articulate simple problem solving approaches ○ Articulating how to stay safe while walking to and from school. ○ Talk about who can keep me safe in school, home and the wider community. ○ Know to tell an adult when they find something they are unsure of on the internet. ○ Show awareness that actions and words can hurt others feelings. 	<ul style="list-style-type: none"> ○ Work in a small group on tasks like turn taking games ○ Articulate how to solve any simple problems with some adult prompts. ○ Chose specific ingredients to support healthy eating. ○ Knowing what makes a good friend. ○ Being helpful in the classroom. ○ Being kind to living plants and creatures. 	<ul style="list-style-type: none"> ○ Engage in more complex and extended turn taking games, solving simple problems. ○ Read facial expressions and body language, extending the vocabulary of emotions. ○ Articulate reason for success or failure in a challenge. ○ Bouncing back when things go wrong, showing resilience. ○ Build and articulate strategies to make new friends. ○ Explain the importance of exercise. 	<ul style="list-style-type: none"> ○ Engage in games where different participants have different roles. ○ Build strategies to challenge undesirable behaviour towards them. ○ Explaining the importance of sleep. ○ Knowing how to stay healthy. ○ Understand and articulate the next transition in school – moving into Year 1.
Managing Self	<ul style="list-style-type: none"> ○ Talk about different ways to stay safe in the dark (reflectors etc) 					
Self regulation	<ul style="list-style-type: none"> ○ Talk about and define what makes me special and unique. 					
Making relationships	<ul style="list-style-type: none"> ○ Build a vocabulary around feelings and emotions and how we can manage these at home and school. ○ Articulate and demonstrate handwashing and appropriate behaviour in the bathroom. ○ Perform action songs and rhymes confidently in front of an audience. 					



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Physical development	<p>Fine Motor</p> <ul style="list-style-type: none"> ○ Cut along straight and wavy lines. ○ Thread objects onto a thin string, put pegs in a board, pick up small objects using tweezers. ○ Manipulate construction kits and malleable materials. ○ Use small hammers accurately ○ Join in hand action songs to develop finger muscles. ○ Form most of the letters in their name accurately. ○ Demonstrate the correct sequence of formation for c, o, a, d, g, and q. 	<p>Fine Motor</p> <ul style="list-style-type: none"> ○ Join and separate small construction kit components by clicking and twisting. ○ Use natural objects and rolling pins to develop squashing techniques to achieve desired effects. ○ Cut and turn along straight outlines. ○ Use fine mark-making tools to create texture and pattern in clay. ○ Demonstrate the correct sequence of formation for i, l, t and j 	<p>Fine Motor</p> <ul style="list-style-type: none"> ○ Stack, align and balance objects with magnetic joints. ○ Weave, thread and tie. ○ Button clothing ○ Cut thicker materials such as card. ○ Demonstrate the correct sequence of formation for r, n, m, and p. 	<p>Fine Motor</p> <ul style="list-style-type: none"> ○ Safely use a wider range of food preparation tools including chopping boards, knives, fruit squeezers to make a healthy fruit salad. ○ Hold pencil effectively with comfortable grip. ○ Cut along a curved line like a circle. ○ Demonstrate the correct sequence of formation for k, b and h 	<p>Fine Motor</p> <ul style="list-style-type: none"> ○ Join with tape, glue, split pins and a variety of folding techniques. ○ Control printing tools to create a desired effect. ○ Work collaboratively to create sturdy structures with construction kits. ○ Use one hand consistently for fine motor tasks. ○ Begin to cut out complicated shapes using scissors. ○ Demonstrate the correct sequence of formation for f, s, u, v, w, x, y and z 	<p>Fine Motor</p> <ul style="list-style-type: none"> - Stack and align irregular and natural objects. - Use hand molding and building techniques with malleable materials. - Use fine pincer mark making tools to precision. - Forms recognisable letters most correctly formed using the correct pencil grip. - Confidently cut out some complicated shapes using scissors. - Demonstrate the correct sequence of formation for all 26 letters with automaticity.
	<p>Fine motor</p> <p>Gross motor</p>	<p>Gross Motor</p> <ul style="list-style-type: none"> ○ Move safely in a large space, negotiating smaller obstacles. ○ Stop quickly when directed. ○ Change direction when directed. ○ Balance a range of equipment ○ Move through equipment and apparatus in different ways ○ Perform simple shapes and balances. ○ Confidently take off and land on two feet ○ Travel on mats and benches with good balance and confidence. 	<p>Gross Motor</p> <ul style="list-style-type: none"> ○ Dig with trowels and hand forks. ○ Travel in different ways with control and co-ordination. ○ Perform an egg and log roll. ○ Perform a range of different jumps ○ Jump on and off apparatus ○ Travel across apparatus 	<p>Gross Motor</p> <ul style="list-style-type: none"> ○ Travel across a simple obstacle course. ○ Move in different directions ○ Jump in different directions ○ Move at slow and fast speeds. ○ Perform as animals in different directions and levels. 	<p>Gross Motor</p> <ul style="list-style-type: none"> ○ Control small games equipment when transporting, collecting or throwing. ○ Jump on, off and over apparatus. ○ Move to the count of 8 ○ Perform a dance with a partner 	<p>Gross Motor</p> <ul style="list-style-type: none"> ○ Control large scale gardening tools including watering cans. ○ Control and steer a ball by hand. Aim, roll, track and collect a ball. ○ Work collaboratively to create sturdy structures with large construction kits. ○ Work as a team to complete a task ○ Handle a balloon, beanbag and ball ○ Kick a ball ○ Hop, jump and step in a sequence



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Literacy Comprehension Writing Reading	<ul style="list-style-type: none"> Match words that rhyme in games such as rhyming lotto and rhyming stories. Participate, memorise and perform some action rhymes. To name characters as we talk about books, stories or role play. Develop book like vocabulary and language structure through hearing patterned texts. Make anti-clockwise movements with writing tools. Use marks or some letters for meaning in a variety of familiar contexts. Write labels and lists using initial sounds and some cvc words. Write my first name using a name card and some letters from memory. Form letters known in RWI order. Memorise and demonstrate the correct sequence of formation for c, o, a, d, g, and q. 	<ul style="list-style-type: none"> Talk about events and characters in a story read to me. Fill in missing words from well-known rhymes Look for cues in illustrations. Memorise and perform more complex action rhymes and nursery rhymes. To know 'author,' 'illustrator,' as we talk about books, stories or role play. Grasp and use a wider range of structures in books and use these to aid participation. To use some letters in sequence to convey meaning, including CVC words. Begin to break speech into words when writing. Write labels, lists and captions. Begin to order simple sentences. E.g. Cat on mat etc. Memorise and demonstrate the correct sequence of formation for i, l, t and j 	<ul style="list-style-type: none"> Play using a storyline or narrative. Know and talk about my favourite books. Talk about the cover, blurb setting and event of books read frequently. Predict what might happen at the end of a story Recall key elements of books they have heard and read. Learn word play rhymes Order and write simple sentences. Write captions containing tricky words, I and the. Write short sentences with finger spaces. Write short sentences containing diagraphs. Write a recount. To write a set of instructions with simple verbs. Memorise and demonstrate the correct sequence of formation for r, n, m, and p. 	<ul style="list-style-type: none"> Learn more complex rhymes. Understand cause and effect in books they have heard or read. Repeat words or phrases to check my reading. Know how to lift meaning from illustrations. To give puppets, role play characters and figures a 'voice.' To write my full name with a prompt. Write a simple sentence including a capital letter and finger spaces. Describe a character using adjectives. Write a non-fiction fact file Write short sentences to accompany a story map. Hold a simple sentence in their head. Memorise and demonstrate the correct sequence of formation for k, b and h 	<ul style="list-style-type: none"> Know that illustrations can help me make sense of my reading Describe main story settings, events and principal characters in increasing detail e.g. talk about the main characters feelings, actions and motives. Adapt and act out stories with my friends. Know 'fiction' and 'non-fiction' as we talk about books, stories or role play. Make link between texts. Write a sequence of sentences. Use an adjective to describe a character in a sentence. Write a simple retelling of a story Write a simple sentence including a capital letter, finger space and full stop. Write for a purpose in role play using phonetically plausible attempts at words and using finger spaces. Form lower-case and capital letters correctly. Memorise and demonstrate the correct sequence of formation for f, s, u, v, w, x, y and z 	<ul style="list-style-type: none"> Know how to make simple predictions and explanations for events in stories Name book characters and describe their qualities. Articulate the dilemmas the characters face. Know how to read and retrieve information from reading simple non fiction books and digital information sources. Know how to choose books to read for pleasure, building up confidence, fluency and understanding when reading Use the structure of rhyming texts to participate in and recall section of text. Spell my full name without a prompt Write a range of sentences containing red words. Write a sentence including the conjunction 'and' Reread what I have written to check it makes sense To write a recount of a local trip. Write my own simple adventure story Memorise and demonstrate the correct sequence of formation for all 26 letters with automaticity.



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Literacy Read Write Inc. Word Reading	<ul style="list-style-type: none"> ○ Handle books correctly and follow print left to right, top to bottom ○ Locate the title and author. ○ Know Set 1 single sounds ○ Know some 'special friends' sh,th,ch,qu ○ Blend orally 'Fred talk' ○ Learn to blend Word Time 1.1-1.5 ○ Segment CVC words. 	<ul style="list-style-type: none"> ○ Know Set 1 single sounds speedily ○ Know 'special friends' sh,th,ch,qu ○ Confidently blend orally 'Fred talk' ○ Learn to blend and spell Word Time 1.1-1.5 ○ Begin to match spoken word to written word (l to l) across 2-3 lines of print ○ Read some Red Words, l and the. ○ Read sound blending books 	<ul style="list-style-type: none"> ○ Know all Set 1 sounds speedily ○ Know digraphs – ll ff ss ck ○ know how to blend Set 1.1-1.7 words accurately, including digraphs ch sh th qu ng nk ○ know Set 1.1 – 1.4 words speedily ○ Read and spell common exception words l of my to the no ○ Read Ditties. ○ Read words with suffix 's' and words with more than one syllable 	<ul style="list-style-type: none"> ○ Know all Set 1 sounds and digraphs speedily ○ Know how to blend Set 1.1-1.7 words accurately, including words with 4 and 5 sounds and digraphs ○ Know how to read words with two syllables l know Set 1.1-1.5 words speedily ○ Complete and hold a sentence ○ Read words with suffix 's' and words with more than one syllable ○ Read Red Ditty books 	<ul style="list-style-type: none"> ○ know the first Set 2 sounds ay ee igh ow oo. ○ know how to blend Set 2 words containing these digraphs ○ Know Set 1.1-1.6 words speedily ○ Read and spell common exception words your said you he be she we ○ Read Green books ○ Read words with suffix 'ing' and words with more than one syllable 	<ul style="list-style-type: none"> ○ know the first Set 2 sounds ay ee igh ow oo ○ Know how to blend Set 2 words containing these digraphs and trigraphs accurately ○ Confidently know Set 1.1-1.6 words speedily ○ know how to read Set 2 nonsense words containing these digraphs and trigraphs ○ Read and spell common exception words your said you he be she we are me go so ○ Read Purple Books



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	Throughout the year, discussion will be had around days of the week, months, time of day, now, next, before etc...					
Math Number Numerical Patterns	<p>Learn its 1+1 2+2</p> <p>Counting -Count forwards and backwards to 10 -Count objects to 10 -Count out up to 6 objects from a larger group and checking using one to one correspondence. -Understand the cardinal rule to 5 and select the correct numeral to show this -Subitise quantities without counting up to 4 -To compare two sets of objects up to 10 using more than, less than, equal to -Count on from a given number within 10</p> <p>Addition and subtraction -Begin to explore number composition to 5 (1 and 4 make 5 etc)</p> <p>Measurement, Geometry and statistics -Complete an AB visual linear pattern with a variety of resources. -To know commonality and make sets</p>	<p>Learn its 1+1 2+2</p> <p>Counting -Count backwards within 10 and from a given number - Count out up to 10 objects from a larger group and checking using one to one correspondence. -Understand the cardinal rule to 10 and select the correct numeral to show this. - Subitise quantities without counting up to 5</p> <p>Addition and subtraction -Know number composition to 5 (3 and 2 make 5 etc) -Find one more/one less than a given number within 10 -Practically add objects together to find the total within 5 and begin to represent as number sentences -Begin to use vocabulary associated with addition and subtraction in practical contexts- total, altogether</p> <p>Measurement, Geometry and statistics -Compare up to 3 items by length or height (longer/shorter than) -Begin to measure length using non-standard units -Sort by one criterion recognising the odd one out</p>	<p>Learn its 3+3 4+4 5+5</p> <p>Counting -Count forwards 20 - Count out up to 15 objects from a larger group and checking using one to one correspondence. - Subitise quantities without counting up to 6 -Understand the cardinal rule to 10 and select the correct numeral to show this including an irregular arrangement -Estimate and check an irregular arrangement of objects up to 10</p> <p>Addition and subtraction -Find one more than a given number within 20 -Know the composition of different numbers to 7 -Add two single digit numbers by counting on using objects and quantities</p> <p>Measurement, Geometry and statistics -Use 2D shapes to create pictures and patterns including joining shapes together -Use mathematical names for 2D shapes- square, rectangle, triangle, circle - Identify more complex patterns.</p>	<p>Learn its 3+3 4+4 5+5</p> <p>Counting -Count forwards and backwards within 20 - Count out up to 20 objects from a larger group and checking using one to one correspondence. -Count on from a given number within 10</p> <p>Addition and subtraction -Find one less than a given number within 20 -Recall number bonds to 5 -Explore and recite some number bonds to 10 -Add two single digit numbers by counting on using quantities and objects with a number sentence up to 15 -Subtract two single digit numbers within a number sentence</p> <p>Division -To share an even number of objects to 10 equally between two groups</p> <p>Measurement, Geometry and statistics -Describe 2D shapes according to their properties -Sort 2D shapes according to their properties</p>	<p>Learn its 2+1 2+3</p> <p>Counting - Count beyond 20</p> <p>Addition and subtraction -Recall number bonds to 5 including subtraction facts -Recall some numbers bonds to 10 -Recall and apply doubles to 5 -Solve problems involving doubling numbers to 5 -Add 2 or 3 to numbers up to 20</p> <p>Division -Explore and represent odd and even numbers to 10 linking to equal sharing</p> <p>Measurement, Geometry and statistics -Name and investigate the properties of 3D shapes (sphere, cube, cuboid, square based pyramid) -Sort 3D shapes according to their properties - Create own complex pattern rules.</p>	<p>Learn its 2+1 2+3</p> <p>Counting -Count beyond 20 by recognising the pattern of the counting system</p> <p>Addition and subtraction -Subtract 2 or 3 from numbers up to 20 -Recognise and recall some odd and even numbers to 10 -Know most number bonds to 10 including subtraction facts -Explore and represent doubles up to 10</p> <p>Division -Explore and represent odd and even numbers to 20 linking to equal sharing</p> <p>Measurement, Geometry and statistics -Compare two items by capacity (fuller/emptier than) -Compare two items by weight (heavier/lighter than)</p>



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Under- standing of the world Past and Present People, Culture and Communities The Natural World	<ul style="list-style-type: none"> Identifying their family by commenting on photos of their family; naming who they can see and of what relation they are to them. Know that children were babies in the past and adults were children. Gather photographic evidence of selves and family; order in a simple timeline; ask and answer questions about history of own identity. Talk about what they do with their family and places they have been. Describe and represent the home in 2D and 3D, naming rooms and parts of the building. Can draw similarities and make comparisons between other families. Observe and talk about the natural world and materials around my school yard. Explore maps of school and immediate locality; identify roads, buildings, pond and transport features. Explore and talk about Autumn natural materials. Talk about the Autumn changes to trees and woodland plants that I observe. Sort objects that we can recycle within the classroom and monitor what we are putting in our bins to support our Eco-School. Name vegetables and fruit that can be harvested on a farm. 	<ul style="list-style-type: none"> Know and demonstrate how to plant bulbs, predicting how they may grow. Talk about nocturnal animals in our locality – foxes, bats. Name street furniture on a short locality walk. Describe and explain the change of state with clay and dough. To describe, explain and recall traditions or events with family or friends e.g. bonfire night and Halloween. Know about different religious books. Articulate why Christians celebrate Christmas. Describe family Christmas Traditions. Use key buildings such as St John’s Church; establish connections with real people; children recognise new and old buildings. Recognise religious symbols and representations. Recognise that people have different beliefs and celebrate special times in different ways. E.g. Diwali. Describe and explain changes in the weather and talk about how to dress appropriately. Compare and describe animals from around the world E.g. Arctic animals. 	<ul style="list-style-type: none"> Describe changes to trees and woodland plants in winter and comparing to other seasons. Describe and explain changes of state within water and ice, using scientific vocabulary. Name local features on a simple route to the Metro Station. Name other special buildings in our community and explain their function through small world reenactment. (Church, shops hairdressers, vets). Talk about and compare different occupations in our local community. Knowing there are different countries in the world (China) Explore Google Earth Describe and re-enact traditions from Luna New Year celebrations. Compare religious and cultural lives of people from the North East of England and that of people from China. 	<ul style="list-style-type: none"> Identify similarities and differences between babies, 4– year-olds and adults. Describe how people change in the first 4 years of life. Describe changes to trees and woodland plants in spring. Know and demonstrate how to grow seeds and care for seedlings. Naming the specific parts of plants and where they grow. Explain the life cycle of a plant and what they need to grow. Begin to develop an understanding of growth, decay, changes over time and how we can protect our plants. Sequence the life of a baby chick from hatching to maturity Articulate why Christians celebrate Easter. Recognising that people have different beliefs Know about different religious books; explore Bible stories; understand importance of holy books to people of all religions. 	<ul style="list-style-type: none"> Interpret Google Earth street view of the route between school and the Metro. Draw and label geographical features on a route. Name Features and navigate right and left turns on a line. Compare features in Newcastle and Northumberland using aerial views. Learn about important events in our past and a significant historical figure. Describe different planets and talk about their similarities and differences. Explore non-fiction texts that offer an insight into contrasting environments. 	<ul style="list-style-type: none"> Describe changes to trees and woodland plants in summer. Articulate similarities and differences with materials in water. E.g. Floating, sinking, waterproof Make observations of differences between features from woodland and coastal areas. Compare traditions observed at the beach in the past and present. Name physical features of a beach environment using secondary sources. Compare features of the local environment and culture with those of a contrasting environment. Describe natural and manmade beach detritus and know the dangers to wildlife from man-made rubbish. Recognise letters on keyboard and type their name. Know about different religious books; explore Bible stories



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	What makes me special?	Abacadabra!	Once upon a time!	Roots, shoots & wellie boots!	Out of this world!	Land AHOY!
Expressive Arts and Design Creating with Materials Being Imaginative and Expressive	<ul style="list-style-type: none"> ○ Move to and talk about different music. ○ Join in and begin to match the tempo using body percussion. ○ Copy, memorise and perform a repertoire of simple hand-action songs or rhymes related to themselves and the world around them. ○ Compare features of ourselves and others, then manipulate fine liner pens with control to create representational self-portraits. ○ Draw familiar people from memory, with attention to detail. ○ Enact domestic routines and brief family narratives using props in different contexts. ○ Use resource stations to make independent choices to select materials. ○ Explore autumnal colours, green, brown, orange, red and yellow. Predicting and narrating the effects. ○ Explore different methods for joining materials such as tape and varied glue using junk modelling to represent homes in 2D and 3D form. ○ Know and talk about Picasso and how he represents colour with feelings. ○ Knead and prove bread, describing the changes observed. 	<ul style="list-style-type: none"> ○ Move to and talk about the music to express feelings and responses ○ Perform a small repertoire of short repetitive songs. ○ Know further action songs and story ring games by heart ○ Move rhythmically on the spot and travelling, using hands or feet to mark the beat. ○ Create new colours by mixing green, brown, orange and yellow pastels and paints. Predicting and narrating the effects. ○ Experiment using different textures and materials. ○ Use story maps, props, puppets & story bags to retell, invent and adapt stories. ○ Manipulate tools to shape clay and talk about the effects when making Diya Lamps. ○ Explore melting states with food, describing the changes observed. ○ Move objects on a screen to create a desired effect. 	<ul style="list-style-type: none"> ○ Tap out simple rhythms using chop sticks. ○ Explore changing sounds using a variety of percussion instruments. ○ Continue matching the tempo using a percussion instrument. ○ Appraise dance, using costumes and props to extend experiences. ○ Perform a dragon dance to celebrate Lunar New Year. ○ Talk in detail about the physical features of ourselves and others, then use fine line materials with increasing control to create representational self-portraits and body parts accurately. ○ Speak and act in role, demonstrating recall of the jobs of key members of the community. ○ Appraise the work of a local artist, Jim Edwards. ○ Use a variety of materials to create the familiar landmark of The Angel of the North. 	<ul style="list-style-type: none"> ○ Appraise different types of music. ○ Memorise short choreograph dance sequences to accompany songs in pairs or groups. ○ Begin to echo simple short-rhythmic phrases using untuned percussion (drums). ○ Observe and talk about Sunflowers by Van Gogh ○ Explore features of the natural world and use a range of media to create observational drawings. ○ Retell familiar stories using small world puppets. ○ Draw single or a sequence of images from the imagination to illustrate a story. ○ Chop and cut fruit; mix to make a fruit kebab. 	<ul style="list-style-type: none"> ○ Move and draw rhythmically in large scale movements using crepe paper ribbons to Holst: The Planets. ○ Discuss the pitch contrast in tuned percussion. ○ Match the pitch when singing and vocalising. ○ Begin to respond to call and response songs. ○ Explore Van Gogh Starry Night and produce a piece of artwork using his style as a stimulus and their own choice of material. ○ Use junk materials; join parts together; create folds/ openings; explore shapes of objects; ensure effectiveness sturdiness; evaluate. ○ Construct collaboratively using a range of materials and resources. ○ Select reclaimed materials to create a sensory collage, representational or with a design idea – using descriptive language. ○ Shape and mould dry and wet materials to a desired effect using paper-mache. 	<ul style="list-style-type: none"> ○ Appraise different types of music, giving reasoning. ○ Learn and perform simple sea shanties, by singing and humming in different pitches. ○ Use body percussion and instrumental sound effects to tell a story. ○ Select reclaimed materials to create a 3D model, representational or with a design idea – explaining choices and using descriptive language. ○ Knowing and using black and white to change a colours shade. ○ Create transient art using natural materials (wood, shells, stones, cork). ○ Create natural artwork in the style of Andrew Goldsworthy. ○ Make detailed and accurate observational drawings of natural flowers found in our local environment including matching colours. ○ Generate simple oral and enacted narratives with role play props or small world.

Reception Long Term Plan 25-26

Early Learning Goals – for the end of the year

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitize (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.</p> <p>ELG: Numerical Patterns</p> <p>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.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</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>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>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.</p> <p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; – Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>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.</p>