

### Reception Long Term Plan

	<b><u>Autumn 1</u></b>	<b><u>Autumn 2</u></b>	<b><u>Spring 1</u></b>	<b><u>Spring 2</u></b>	<b><u>Summer 1</u></b>	<b><u>Summer 2</u></b>
<b><u>Subject/Topic</u></b>	<b>Ourselves and our local area</b>	<b>People Who Help us</b>	<b>Space</b>	<b>Animals and their young</b>	<b>Life cycle/ Growing</b>	<b>Traditional Tales/summer holidays and Moving on</b>
<b><u>Festivals and celebrations</u></b>	Harvest Autumn and seasonal change Settling in reception	Bonfire Night Remembrance Day Children in Need Anti-bullying week Diwali and Bandi Chhor Diwas Christmas Guru Nanak Dev Ji Gurburab	New Year Chinese New Year Winter Pancake Day Valentine's Day Guru Gobind Singh Ji Gurburab	World Book Day Red Nose Day Mother's Day Easter Spring Pancake Day Ramadan	Vaisakhi	Father's Day Transition Week Sports Day Summer Graduation
<b><u>Communication and Language</u></b>  <i>Listening, attention and understanding</i>	<ul style="list-style-type: none"> <li>Understand how to listen carefully and why listening is important.</li> <li>Engage in story time.</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to find out more and to check for understanding.</li> <li>Develop social phrases.</li> <li>Engage in story time.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in structured sentences.</li> <li>Connect one idea or action to another using range of connectives.</li> <li>Engage in non-fiction books.</li> <li>Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Describe events in detail.</li> <li>Offer explanation for why thing might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</li> <li>Express their ideas and feeling about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>Describe events in detail.</li> <li>Engage in non-fiction books.</li> <li>Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Retell stories once they have developed a deep familiarity.</li> </ul>

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<i>Speaking</i>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold a conversation when engaged in back-forth exchanges with their teachers and peers.</li> </ul>	<ul style="list-style-type: none"> <li>Express their ideas and feeling about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>Express their ideas and feeling about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>Offer explanation for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</li> <li>Express their ideas and feeling about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> <li>Express their ideas and feeling about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.</li> </ul>
<p><b><u>PS&amp;ED</u></b></p> <p><i>Self-Regulation</i></p> <p><i>Managing Self</i></p> <p><i>Building Relationships</i></p>	<ul style="list-style-type: none"> <li>Transition into Reception</li> <li>School rules, routine and behaviour</li> <li>Taking turns and sharing</li> <li>Supported play</li> <li>Self-help skills</li> <li>Building and sustaining respectful relationships</li> <li>Feelings and emotions</li> <li>Give focused attention to what the teacher says</li> </ul>		<ul style="list-style-type: none"> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Be confident to try new activities.</li> <li>Manage own basic hygiene and personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>Work towards a set goal.</li> <li>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Be confident to try new activities.</li> <li>Manage own basic hygiene and personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>Work towards a set goal.</li> <li>Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Be confident to try new activities.</li> <li>Manage own basic hygiene and personal needs.</li> </ul>	<ul style="list-style-type: none"> <li>Show sensitivity to their own and to others' needs.</li> <li>Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge.</li> <li>Give focused attention to what the teacher says.</li> </ul>
<p><b><u>Physical Development</u></b></p> <p><i>Gross Motor</i></p> <p><i>Fine Motor</i></p>	<ul style="list-style-type: none"> <li>Develop skills that are needed to manage through school day:               <ul style="list-style-type: none"> <li>Lining up</li> <li>Mealtimes-using cutlery</li> <li>Personal hygiene</li> </ul> </li> <li>Develop fine motor skills:               <ul style="list-style-type: none"> <li>Scissors</li> <li>Jumbo chalk</li> <li>Felt tip pens</li> <li>Pencils</li> <li>Paint brush/rollers</li> <li>Health and self-care</li> <li>Moving and handling</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Develop and refine a range of ball skills:               <ul style="list-style-type: none"> <li>Throwing</li> <li>Catching</li> <li>Kicking</li> <li>Passing</li> <li>Batting</li> </ul> </li> <li>Scissors</li> <li>Jumbo chalk</li> <li>Felt tip pens</li> <li>Pencils</li> <li>Paint brush/rollers</li> </ul>	<ul style="list-style-type: none"> <li>Know and talk different factors that support their overall health and wellbeing:               <ul style="list-style-type: none"> <li>Regular exercise</li> <li>Healthy eating</li> <li>Tooth brushing</li> <li>Sleep routine</li> <li>Screen time</li> <li>Road safety</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Combine different movements with ease</li> <li>Develop handwriting-formation of letters:               <ul style="list-style-type: none"> <li>Ascenders</li> <li>Descenders</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Confidently use large and small apparatus indoors and outdoors</li> <li>Develop handwriting-formation of letters:               <ul style="list-style-type: none"> <li>Ascenders</li> <li>Descenders</li> </ul> </li> </ul>

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<p><b>Literacy</b></p> <p><i>Comprehension</i></p>	<p>Children will develop their comprehension of stories through small groups and whole class sessions. Children to gain a comprehensive understanding of :</p> <ul style="list-style-type: none"> <li>• Key events</li> <li>• Key characters</li> <li>• Story setting</li> </ul> <p><b>Stories for Shared Reading:</b></p> <ul style="list-style-type: none"> <li>• The Farm Concert</li> <li>• Monsters Party</li> <li>• Smarty Pants</li> <li>• Hairy Bear</li> <li>• The Meanies</li> </ul> <p><b>Songs:</b></p> <ul style="list-style-type: none"> <li>• If you're happy and you know it</li> <li>• Sleeping Bunnies</li> <li>• Good bye song</li> <li>• Head, shoulders, knees and toes</li> <li>• Miss Polly had a Dolly</li> <li>• 5 little monkeys</li> <li>• The Wise Man and the Foolish Man</li> <li>• Mr Clickety Cane</li> </ul>	<p>Children will develop their comprehension of stories/non-fiction texts through small groups and whole class sessions. Children to gain a comprehensive understanding of :</p> <ul style="list-style-type: none"> <li>• Key events</li> <li>• Key characters</li> <li>• Story setting</li> </ul> <p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>• Baaboom</li> <li>• Mrs Wishy Washy</li> <li>• We're Going on a Bear Hunt</li> <li>• This is the Bear</li> <li>• Mrs Wishy Washy and the Big Wash</li> <li>• Mrs Wishy Washy and the Big Farm Fair</li> <li>• The Jolly Postman</li> </ul> <p><b>Songs</b></p> <ul style="list-style-type: none"> <li>• Old MacDonald</li> <li>• 5 Little Chicks</li> <li>• Little Miss Muffet</li> <li>• Mary had a little Lamb</li> <li>• 5 Little Ducks</li> <li>• The House that Jack Built</li> <li>• Bingo</li> <li>• 5 speckled frogs</li> </ul>	<p>Children will develop their comprehension of stories/non-fiction books through small groups and whole class sessions. Children to gain a comprehensive understanding of :</p> <ul style="list-style-type: none"> <li>• Key events</li> <li>• Key characters</li> <li>• Story setting</li> <li>• Recall simple facts</li> </ul> <p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>• Growing Vegetable Soup</li> <li>• Mouse Paint</li> <li>• Farmer Duck</li> <li>• Handa's Surprise</li> <li>• The Hungry Giant</li> </ul> <p><b>Songs</b></p> <ul style="list-style-type: none"> <li>• We're going on a rocket ship</li> <li>• 8 Planets</li> <li>• 5 Little Men on a Flying Saucer</li> <li>• 10 Green Bottles</li> <li>• Here we go round the mulberry bush</li> </ul>	<p>Children will develop their comprehension of stories/non-fiction books through small groups and whole class sessions. Children to gain a comprehensive understanding of :</p> <ul style="list-style-type: none"> <li>• Key events</li> <li>• Key characters</li> <li>• Story setting</li> <li>• Recall simple facts</li> </ul> <p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>• Who's in the shed?</li> <li>• Dear Zoo</li> <li>• Brown bear, brown bear, what do you see?</li> <li>• Polar bear, polar bear, what do you see?</li> <li>• Handa's Hen</li> </ul> <p><b>Songs</b></p> <ul style="list-style-type: none"> <li>• We're Going to the Zoo</li> <li>• The Animal Fair</li> <li>• Alice the Camel</li> <li>• There's a tiny caterpillar on a leaf</li> <li>• Flutter, flutter butterfly</li> </ul>	<p>Children will develop their comprehension of stories/non-fiction books through small groups and whole class sessions. Children to gain a comprehensive understanding of :</p> <ul style="list-style-type: none"> <li>• Key events</li> <li>• Key characters</li> <li>• Story setting</li> <li>• Recall simple facts</li> </ul> <p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>• Jack and the Beanstalk</li> <li>• The very Hungry Caterpillar</li> <li>• How to grow a Hyacinth</li> <li>• How to grow a Sunflower</li> <li>• The Gruffalo</li> </ul> <p><b>Songs</b></p> <ul style="list-style-type: none"> <li>• Humpty Dumpty</li> <li>• Hickory Dickory Dock</li> <li>• Polly Put the Kettle on Hey Diddle Diddle</li> <li>• Head, shoulders, knees and toes (English &amp; Punjabi)</li> <li>• I can sing a rainbow</li> </ul>	<p>Children will develop their comprehension of stories/non-fiction books through small groups and whole class sessions. Children to gain a comprehensive understanding of :</p> <ul style="list-style-type: none"> <li>• Key events</li> <li>• Key characters</li> <li>• Story setting</li> <li>• Recall simple facts</li> </ul> <p><b>Stories:</b></p> <ul style="list-style-type: none"> <li>• The Three Billy Goats Gruff</li> <li>• The Three Little Pigs</li> <li>• The Gingerbread Man</li> <li>• Goldilocks and the Three Bears</li> <li>• Little Red Riding Hood</li> <li>• The Little Red Hen</li> </ul> <p><b>Songs</b></p> <ul style="list-style-type: none"> <li>• Ring o ring of roses</li> <li>• London Bridge is Falling Down</li> <li>• The Hokey Cokey</li> <li>• If your happy and you know it</li> <li>• Recap all songs learned so far</li> </ul>
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<i>Word Reading</i>	Orally blending and segmenting Say a sound for each letter in the alphabet Read Reception high frequency words  Phase 1/2	Phase 2	Phases 2/3	Phase 3	Phase 3/4	Phase 4
<i>Writing</i>	<ul style="list-style-type: none"> <li>Name recognition</li> <li>Ordering the letters of their name</li> <li>Name writing</li> <li>Write recognisable letters, most of which are correctly formed</li> <li>Recap Phase 1 learning and begin Phase 2</li> <li>Recognise the first sound of a range of words</li> <li>Sort objects based on their initial sound</li> <li>Segment words</li> <li>Write the initial sound for a word</li> <li>Sequence and retell a story</li> </ul>	Apply phonics skills learned so far to: <ul style="list-style-type: none"> <li>Correctly segment VC and CVC words</li> <li>Write VC and CVC words</li> <li>Write captions using the correct initial sounds</li> <li>Write labels using the correct initial sounds</li> <li>Write lists using the correct initial sounds</li> <li>Begin to use words to write labels, captions and lists</li> <li>Speak in full sentences using 'Who?', 'What Doing?' and 'Talking Fingers'</li> <li>Sequence and retell a story</li> </ul>	Apply phonics skills learned so far to: <ul style="list-style-type: none"> <li>Correctly write and segment an increasingly wider range of VC and CVC words</li> <li>Write captions using words</li> <li>Write lists using words</li> <li>Write labels using words</li> <li>Begin to write simple 3-4 word sentences</li> <li>Discuss non-fiction book features and facts</li> </ul>	Apply phonics and writing skills learned so far to: <ul style="list-style-type: none"> <li>Write captions</li> <li>Write sentences</li> <li>Write Mother's Day cards and messages</li> <li>Writing lists</li> <li>Writing labels</li> <li>Creating non-fiction books with captions</li> <li>Discuss non-fiction book features and facts</li> </ul>	Apply phonics and writing skills learned so far to: <ul style="list-style-type: none"> <li>Write sentences for a range of purposes</li> <li>Retell stories using actions</li> <li>Sequencing a story (Jack And The Beanstalk)</li> <li>Sequencing a story (The Very Hungry Caterpillar)</li> <li>Speech bubbles</li> <li>Writing recounts</li> </ul>	Apply phonics and writing skills learned so far to: <ul style="list-style-type: none"> <li>Write sentences for a range of purposes</li> <li>Write Father's day cards and messages</li> <li>Sequencing a story (The Three Billy Goat Gruff)</li> <li>Story map</li> <li>Writing a recount of trip</li> <li>Writing short stories</li> <li>Writing short letters to characters from stories</li> <li>Writing graduation invitations</li> </ul>
<b>Mathematics</b>  <i>Number</i>	<ul style="list-style-type: none"> <li>Counting games and rhymes</li> <li>Counting objects using 1:1 correspondence</li> <li>Recognising and forming numbers up to 5</li> <li>Naming 2D shapes and discussing their properties</li> <li>Exploring how to use shapes to create patterns and pictures</li> <li>Subitising to 5</li> </ul>	<ul style="list-style-type: none"> <li>Order and write numbers to 10</li> <li>Early addition</li> <li>Exploring and naming 3D shapes and discussing their properties</li> <li>Subitising up to 5 and then up to 10</li> <li>Using subitising to match amounts to their corresponding numeral</li> </ul>	<ul style="list-style-type: none"> <li>Exploring different ways to compose and represent numbers to 5</li> <li>Number bonds to 5</li> <li>Finding 1 more and 1 less</li> <li>Exploring composition of numbers 6-10</li> <li>Exploring quantities using more or less</li> <li>Comparing quantities using more or less</li> </ul>	<ul style="list-style-type: none"> <li>Exploring composition of numbers to 10</li> <li>Number bonds to 5</li> <li>Number bonds to 10</li> <li>Adding numbers</li> <li>Doubling</li> <li>Subtraction</li> <li>Sharing</li> </ul>	<ul style="list-style-type: none"> <li>Number bonds up to 10</li> <li>Counting beyond 10 and 20</li> <li>Exploring teen numbers</li> <li>Finding 1 more and 1 less</li> <li>Sharing and halving</li> <li>Odd and even numbers</li> </ul>	<ul style="list-style-type: none"> <li>Count beyond 20 and compare numbers</li> <li>Doubling</li> <li>Odd and even numbers</li> <li>Number bonds up to 10</li> <li>Addition</li> <li>Subtraction</li> <li>Finding 1 more and 1 less</li> <li>Sharing and halving</li> </ul>

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	<ul style="list-style-type: none"> <li>Count up to 10 objects and match them to the correct corresponding numeral</li> <li>Recognise, count and order numerals up to 10</li> </ul>	<ul style="list-style-type: none"> <li>Continuing repeated shape patterns</li> <li>Creating repeated ABAB patterns</li> <li>Creating more complex repeated patterns</li> </ul>				
<i>Numerical Patterns</i>	<ul style="list-style-type: none"> <li>Repeated shape patterns</li> <li>2D shape patterns</li> </ul>	<ul style="list-style-type: none"> <li>Repeated shape patterns</li> <li>Time</li> <li>Shape</li> <li>Patterns</li> <li>Composition of shape</li> </ul>	<ul style="list-style-type: none"> <li>Repeated shape patterns</li> <li>Shape</li> <li>Composition of shape</li> <li>Patterns</li> <li>Exploring and comparing length and weight</li> </ul>	<ul style="list-style-type: none"> <li>Repeated shape patterns</li> <li>Time</li> <li>Shape</li> <li>Exploring and comparing length, weight and capacity</li> <li>Composition of shape</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Money</li> <li>Compare length, weight and capacity</li> <li>Shape</li> <li>Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Money</li> <li>Compare length, weight and capacity</li> <li>Shape</li> <li>Patterns</li> </ul>
<p><b><u>Understanding the World</u></b></p> <p><i>People, Culture and Communities</i></p>	<ul style="list-style-type: none"> <li>Ourselves</li> <li>Families</li> <li>Baby, toddler, teenager and adult</li> <li>Staying healthy</li> </ul>	<ul style="list-style-type: none"> <li>Families and their occupations</li> </ul>	<ul style="list-style-type: none"> <li>Discuss how everyone celebrated the Gurburab of Guru Gobind Singh Ji with their families.</li> </ul>	<ul style="list-style-type: none"> <li>Talking about pets that they have.</li> </ul>	<ul style="list-style-type: none"> <li>Baby, toddler, teenager and adult</li> </ul>	<ul style="list-style-type: none"> <li>Families and holidays</li> </ul>
<i>The Natural World</i>	<ul style="list-style-type: none"> <li>Seasons</li> <li>Growth, decay and changes over time</li> <li>Explore the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>Seasons</li> <li>Explore the natural world around them.</li> </ul>	<p>Children will gain a greater understanding about different planets in the solar system.</p> <ul style="list-style-type: none"> <li>Planets</li> <li>Solar system</li> <li>Space travel</li> <li>Astronauts</li> <li>Rockets</li> <li></li> </ul>	<p>Children will recap names of animals and match adult animals to their young.</p> <ul style="list-style-type: none"> <li>Farm animal babies</li> <li>Adult/young</li> <li>Animal food and homes</li> <li>Maps of farms</li> <li>Animals live on land and water</li> </ul>	<p>Children will explore the natural world around them, making observations and drawing pictures of plants.</p> <ul style="list-style-type: none"> <li>Plant growth-growing plants, veg</li> <li>Plants around the school</li> <li>Wildflowers and plants</li> <li>What do plants need to grow?</li> </ul>	<ul style="list-style-type: none"> <li>Seasons</li> <li>Explore the natural world around them.</li> <li>Draw information from a simple map.</li> </ul>

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<p><i>Past and Present</i></p>	<ul style="list-style-type: none"> <li>• Our local area</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Different occupations</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>	<p>Children will gain a greater understanding about different planets in the solar system.</p> <ul style="list-style-type: none"> <li>• Planets</li> <li>• Solar system</li> <li>• Space travel</li> <li>• Astronauts</li> <li>• Rockets</li> </ul>	<ul style="list-style-type: none"> <li>• Compare local animals to animals from other countries</li> </ul>	<ul style="list-style-type: none"> <li>• Compare different flower gardens</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> </ul>
<p><b><u>Expressive Arts and Design</u></b></p> <p><i>Creating with materials</i></p> <p><i>Being Imaginative and expressive</i></p>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Responding to music and songs</li> <li>• Ourselves songs and rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• Printing</li> <li>• Painting</li> <li>• Responding/identifying to different emergency noises</li> <li>• Using range of instruments to make music</li> </ul>	<ul style="list-style-type: none"> <li>• Paper Mache</li> <li>• Junk modelling</li> <li>• Painting</li> <li>• Printing</li> <li>• Space songs</li> <li>• Using a range of instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Collage</li> <li>• Painting</li> <li>• Animal songs</li> <li>• Using a range of instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Sculpting</li> <li>• Life cycle songs</li> </ul>	<ul style="list-style-type: none"> <li>• Textiles</li> <li>• Collage</li> <li>• Printing</li> <li>• Painting</li> </ul>
<p><b><u>Punjabi</u></b></p>	<p>Greetings Knowing the initial sounds of a range of objects Recognising Punjabi numbers up to 10 Knowing the colour names in Punjabi</p>	<p>Blending Punjabi words Talking in Punjabi sentences</p>	<p>Blending Punjabi words Talking in Punjabi sentences</p>	<p>Writing Punjabi words Talking in Punjabi sentences</p>	<p>Matching Punjabi words to their corresponding pictures Listening to stories in Punjabi</p>	<p>Reading and writing captions for Punjabi words Describing objects in Punjabi, using sentences</p>
<p><b><u>Sikh Studies</u></b></p>	<p>How do we behave in the Darbar Sahib? Why? How do we do Waheguru Simran? What is Sahibzada Zorawar Singh Ji's message? What is Sahibzada Fateh Singh Ji's message? Who were the Char Sahibzaade? Who are the 10 Gurus?</p>	<p>Who are the 10 Gurus? What is the Mool Mantar? Why do Sikhs do Naam Simran?</p>	<p>What did Guru Gobind Singh Ji achieve?</p>	<p>Why is the Darbar Sahib important to Sikhs?</p>	<p>Why do Sikhs celebrate Vaisakhi today?</p>	<p>Why do we still wear the 5Ks today?</p>