

Reception Long term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Question/Theme	Who am I? What's in the woods?	How does the world Celebrate?	Do they live happily ever after?	How does our world change?	What jobs can we do?	What is at the beach? Where is important to you?
Intentions (Why are these themes selected?)	To develop our school culture (Cultural Capital) (British Values: democracy/rule of law) To support the children to feel valued as individuals within Staynor Hall Primary (British Values: individual liberty) (Link to the school value Belonging) To allow the children to explore the local area.	To develop children's understand of different celebrations (Cultural Capital) To develop an understanding of different beliefs and religions (Cultural Capital) (British Value: Tolerance) To give the children an opportunity to be part of the nativity. (Link to the school value Excellence)	To develop the children's knowledge of traditional tales. To give them opportunities to retell stories. (Link to school value Opportunity)	To use the climate available to show the children how different things grow and change. To learn about the Easter story. (British Value: Tolerance)	To understand that people have different roles in our society. (British Values: Rule of Law) To inspire the children to believe they can do any job they would like to. (British Values: individual liberty)	To explore where we sit within the wider world. (cultural capital) To explore different environments within our world.
Hooks (To ensure the learning is purposeful)	Elmer's parade-can you help organise the parade Gruffalo Picnic-we need to find the Gruffalo	Winnie's broken broomstick-can you design a new one? Help find the cat Nativity Story-learning the story for the play	Help can we save fairytale land?	How can you help grow some plants for our school garden?	Learning about different jobs the children can do so they can describe what they want to do.	Pirate adventure-jump on board to find the treasure Where shall we go on holiday? Airport day
Key Vocab	Language for routines: high energy, look and	pumpkin, Halloween, ghost, witch, skeleton,	Once upon a time, First, Then, Next,	Growing, planting, seed, roots, stem,	Job, uniform, work, postman, firefighter,	Sea, beach, fish, water, ship, airport,

	listen. Good morning Miss...you're welcome, past, present, future, photograph, picture	cauldron, potion, haunted, spooky, firework, bonfire, Bonfire Night, Guy Fawkes, Houses of Parliament, Diwali, Rangoli patterns, celebration, Nativity, frankinsense, gold, murr, camel, mager, stable, inn, innkeeper, shepherds, kings, decorations, gifts,	Finally, Character, Problem, Fairy Tale, Castle, Setting,	sunlight, soil,	police, ambulance, doctor, dentist,	plane, pirates, treasure, captain
Characteristic of Learning to focus on	Playing and Exploring Active Learning Creative and Critical thinking					
PSED	Learning about: -ourselves -our families -our Team Staynor -Rules, boundaries & routines -Differences & Similarities -Families / Friendships -What makes us different	Learning about -respecting others -how to be a good friend	Learning about -how to resolve conflicts with others -how to develop resilience when faced with a challenge. -how to consider others feelings.	Learning about -how to set themselves a simple challenge. -how to use strategies to wait including using timers and sharing strategies.	Learning about -listening and responding to adults. -working in group situations, taking it in turns.	Learning about -independently carrying out self-care. -show resilience when faced with challenges.
C&L Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, check in circles, Hub time, stories including the Reading Rainbow,	Sharing family Photos Sharing facts about themselves Listening Games Talking in front of a small group Settling in activities Joining in with the register Children talking about	Listening games	Listening games To join in with repeated phrases in familiar traditional tales.	Follow instructions to plant a seed. Ask questions about the world around them.	To talk about what job they would like to do when they grow up and why. To listen to what jobs their peers would like to do and respond to others interests.	To describe what the seaside looks like using a range of vocabulary. To describe an area they would like to go to or have been to using the past, present and future tense correctly.

singing and speech and language interventions.	experiences that are familiar to them Organise children into speech interventions					
PD	Squiggle while you wiggle program	Squiggle while you wiggle program	Squiggle while you wiggle program	Little Wandle Letter formation	Little Wandle Letter formation	Little Wandle Letter formation
Literacy Comprehension	Phase 2 Phonics-Little Wandle Retelling Elmer using pictures Retelling the Gruffalo using pictures Joining in with repeated refrains in stories Model how to hold a book correctly	Phase 2 Phonics-Little Wandle Retell simple stories Respond to 'who', 'where', 'what' and 'when' questions linked to text and illustrations.	Retell traditional tales. To predict what might happen in the traditional tales. To act out traditional tales.	To retell a story. To follow a story without pictures or props. To talk about the characters in the books they are reading.	To answer questions about what they have read. To know that information can be retrieved from books	To be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
Literacy Word Reading	Teach the sounds: s a t p i n m d g o c k c k e u r h b f l Teach the tricky words: is/the/I To teach how to read a CVC word in different contexts Guided reading sessions	To learn the sounds in Phase 2 Phonics. (ff ll ss j v w x y z zz qu ch sh th ng nk) To learn to read words with -s /s/ and -s /z/ (his) To recognise taught Phase 2 Tricky Words Guided reading sessions	To learn the sounds and read words in Phase 3 Phonics. (ai ee igh oa oo ar or ur oo ow oi ear) To recognise taught Phase 3 Tricky Words To read books matching the Phonic level. Learning about the sequence of a fairy tale.	To review sounds learnt in Phase 3 Phonics. To learn the Phase 3. To read longer words. To read words ending in -ing. To read compound words. To read words ending in -ing, words with s in the middle /z/ s, words ending -s and words with -es at end /z/. To recognise taught Phase 3 Tricky Words To read books matching the Phonic level.	To continue to learn Phase 4 Phonics. To read words with short vowels CCVCC CCCVC CCCVCC. To read longer words. To read words with root words ending in: -ing, -ed /t/, -ed /id/ /ed/ -est. To recognise taught Phase 4 Tricky Words To read books matching the Phonic level.	To continue to learn Phase 4 Phonics. To read words with long vowel sounds CCVC CCCVC CCV CCVCC. To read words with the following endings: s /s/, ending -s /z/ and ending -es. To read root ending words: -ing, -ed /t/, -ed /id /ed/, -ed /d/ -er, -est.

Literacy Writing	Labelling-the Gruffalo/parts of the body Name writing Drawing their family To form some letters accurately To learn the 'Nip,flip,grip' statement	Posters-to find the cat in Winnie and the Witch Designing a new broomstick and adding labels. Writing the initial sound in words Writing CVC activities -potion making Letters to Santa.	Story maps for the traditional tales. Writing simple sentences to describe the giant in Jack and the Beanstalk. Posters to describe the wolf using simple sentences. Writing a Chinese New Year good luck message (Sentence)	Writing sentences about how we can help our world To write a sentence linked to the Easter Story To write a sentence to inform, e.g. Letting Mrs Winter know that the Pea is in our classroom. To write a prediction sentence (Science-change of state)	To write a sentence to describe how a character is feeling Labelling images of the uniform for different jobs. Labelling equipment used in different job roles.	Description of the lost pirates pants using sentences with tricky words. To write a sentences about what we can see at the Seaside Writing passport details for their holiday trip.
Maths	Number songs Days of the week My school day Numbers 1-5 Part part whole 2D shapes Pattern	To subitise larger numbers. To develop a deeper understanding of how numbers are composed of other numbers. To understand and use the addition and subtraction symbols. To put the numbers 0-5 in order.	To recite numbers from 0-5 and back from 5-0. To show numbers are made up of smaller numbers, exploring partitioning.	To add and subtract 1 with numbers to 5. To use number names and symbols when comparing numbers, showing interest in larger numbers.	To compare quantities up to 10, using greater than, less than and equal to. To have a deep understanding of the number 10.	To automatically recall number bonds up to 5 and some to 10. To verbally count beyond 20, recognising the counting system pattern.
UTW	Finding out about Selby Looking at land and sea on maps Exploring the natural environment-school area Senses and Autumn changes To talk about people that are special to them	Winter walk using their senses to describe what they can see, touch, smell, hear and taste. To look at different countries around the world linked to Christmas.	Create a map of the local area. To begin to know the names of natural and man made features in their local area. To compare fairytale characters. Understand the	Planting and Growing -growing cress To know about the past through settings, characters and events encountered in books. To use some historical vocabulary related to the past including: the past and now, today and yesterday.	To describe the role of a doctor, police and dentist. To talk about what jobs members of their family do. Recognise some similarities and	To describe the difference between the seaside and where they live in Selby. Point to land and sea on a globe or map. Drawing pictures of animals and plants (Sunflowers)

			Chinese New Year story Look at a country and find out about the country-food, environment, celebrations.	Learn through Week Spring walk -looking at changes in the environment. Looking at our world and different countries. To learn about how the environment changes. To look at the lives of people in our country and those in other countries.	differences between life in this country and life in other countries. Learn through Week	
EAD	Self portraits Drawing family/themselves Colour Mixing-2 colours Exploring different painting tools -brushes,spongers, stampers	Cut, fold and attach different materials - Christmas crafts.	How can materials be used for a purpose? Use traditional tale props in play.	Use props and materials to tell the Easter story. Use a range of artistic effects to create a mother's day card.	Create their own models to use for their job. Give their opinion on their own and peers' art/performance.	Create their own stories. Evaluate their work in provision and suggest ways they could improve them.
Poetry Basket	Five little Pumpkins Leaves falling Wise Old Owl	Pointy Hat Chop chop Failing apples	I can build a snowman Let's put on our mittens Popcorn	A Little House Pancake Spring Wind Furry, Furry Squirrel	Hungry Birdies Stepping Stones A Little Seed	I have a Little Frog Thunderstorm Five little peas Five little owls
Enrichment activities	Stay and Play sessions Gruffalo Picnic	Nativity Christmas craft activity day	Chinese New year-cooking	Growing Sunflowers/beans Easter World Book Day Mothers Day	Fire Engine Visit Fathers Day Earth Day	Airport day-the children will come in and pretend to fly to a different country. Activities on the day relating to that country