






Reception Long Term Plan

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Deeper Learning Focus		Who is in My Community? What changes happen in Autumn?	What Happened Once Upon a Time? What changes happen in Winter?	Why is it Dark at Night?	Why doesn't a Polar Bear live in the Jungle? What changes happen in Spring?	How do living things grow?	What is it like beside the seaside? What changes happen in Summer?
Parental Engagement Opportunities		Phonics Workshop/ Watch Me Learn/ Stoke Speaks Out Workshop	Christmas Concert/ Parents' Evening/ Stoke Speaks Out Workshop	End of Focus Open Morning/ Bedtime Story/ Stoke Speaks Out Workshop	End of Focus Open Morning/ Parents' Evening/ Stoke Speaks Out Workshop	End of Focus Open Morning/ Stoke Speaks Out Workshop	Prize Giving/ Sports Day/ Meet the Teacher/ Stoke Speaks Out Workshop
Trips		Autumn Walk (Longton Park)	Theatre Visit	Planetarium Visit to School	Peak Wildlife Park	Pond Dipping	Aquarium Visit
EYFS Curriculum	Wider Curriculum Subject Area/ Schemes of Work	Key Learning Outcomes and Themes Autumn Term		Key Learning Outcomes and Themes Spring Term		Key Learning Outcomes and Themes Summer Term	
Personal, Social and Emotional Development	PSHE 	<ul style="list-style-type: none"> -Develop awareness of ways to be healthy. -Communicate wants and needs. -Express and respond to feelings. -Initiate and respond to conversations. 		<ul style="list-style-type: none"> -Show understanding of safety and manage some risks. -Show resilience and perseverance when faced with challenges. -Begin to negotiate and solve own problems. -Explain ideas and thinking. -Describe Self in positive terms. 		<ul style="list-style-type: none"> -Develop confidence, resilience and perseverance. -Manage own basic needs. -Follow rules and explain why they are needed. -Understand own feelings and feelings of others. -Give focused attention. -Work and play cooperatively and form positive attachments. 	
	Jigsaw 	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development	P.E. 	<ul style="list-style-type: none"> -Use large and small apparatus. -Develop body strength, control and coordination. -Develop and refine ball skills. -Take part in team games. -Remember sequences of movement. -Begin to use a tripod grip for writing and begin to develop the foundations of a handwriting style. -Use simple tools with increasing control. 		<ul style="list-style-type: none"> -Revise and refine fundamental movement skills. -Develop and refine strength, balance and coordination. -Develop competent ball skills. -Hold and use a pencil effectively. -Develop effective use of small tools. 		<ul style="list-style-type: none"> -Negotiate space and obstacles safely. -Demonstrate strength balance and coordination and move energetically. -Hold and pencil and use it effectively. -Competently use a range of small tools. -Begin to show accuracy and care when drawing. 	
	Complete P.E. 	Locomotion	Gymnastics – high/low/over/under	Dance; Nursery Rhymes	Games for Understanding	Athletics; Jumping	Hands
Communication and Language	English	<ul style="list-style-type: none"> -Maintain attention during activities. -Respond to stories appropriately. -Understand some question words. -Understand sequential language. 		<ul style="list-style-type: none"> -Demonstrate listening skills, understanding why listening is important. -Respond to ideas in conversations. -Show interest and make use of new vocabulary. -Understand an increasing range of questions. 		<ul style="list-style-type: none"> -Listen attentively and respond appropriately. -Ask questions to clarify. -Hold conversations in back and forth exchanges. -Offer ideas and explanations in discussions. 	

Reception Long Term Plan

		<ul style="list-style-type: none"> -Use talk to organise, sequence and clarify thinking. -Introduce narrative in play. 	<ul style="list-style-type: none"> -Use talk to organise play, recreate and imagine roles, retell a story and discuss non-fiction texts. -Articulate ideas in well-formed sentences. 	<ul style="list-style-type: none"> -Express ideas in full sentences with mostly accurate use of tense.
Literacy	<p>English</p> 	<ul style="list-style-type: none"> -Describe main characters, settings and events in stories. -Recount stories using new vocabulary in play. -Recite songs or rhymes independently and continue a rhyming string. -Recognise familiar words and signs. -Read all phase 2 sounds speedily and blend and segment with these sounds. -Read some common exception words. -Begin to read some phonetically matched books. 	<ul style="list-style-type: none"> -Use vocabulary and forms of speech influenced by texts. -Make use of non-fiction books to share facts. -Read all phase 2 phonemes and some digraphs; blend and segment with these sounds. -Read and re-read phonetically matched books to build fluency, confidence and enjoyment. -Spell words by identifying the sounds within them. -Write short sentences, beginning to make use of capital letters and full stops. 	<ul style="list-style-type: none"> -Demonstrate an understanding of what has been read by retelling and making use of recently introduced vocabulary. -Say a sound for each letter of the alphabet and at least 10 digraphs. -Read aloud simple sentences in books at a matched phonic level. -Segment to spell and write simple phrases and sentences that can be read by others, using the correct letter formation.
Maths	<p>Maths</p>  	<ul style="list-style-type: none"> -Getting to Know You -Match, Sort and Compare -Talk about Measure and Patterns -It's Me 1,2,3. -Circles and Triangles -1,2,3,4,5 -Shapes with 4 sides. 	<ul style="list-style-type: none"> -Alive in 5 -Mass and Capacity -Growing 7,8,9. -Length, Height and Time. -Building 9 and 10. -Explore 3D shapes. 	<ul style="list-style-type: none"> -To 20 and Beyond. -How many now? -Sharing and Grouping -Visualise, Build and Map -Make Connections -Consolidation
Understanding the World	<p>History</p>  <p>Past and Present</p>	<ul style="list-style-type: none"> -Discuss the past through their own and family members' lived experiences. -Talk about favourite characters and recall some key events from previously shared stories. -Discuss the roles of people who help in society and how these have changed over time. 	<ul style="list-style-type: none"> -Explore similarities and differences between now and the past. 	<ul style="list-style-type: none"> -Know some similarities and differences between the past and now through their own experiences and text. -Talk about the lives of people around them and their roles in society.
	<p>Geography</p>  <p>People, Culture and Communities</p>	<ul style="list-style-type: none"> -Explore immediate and contrasting environments. -Explore different cultures and communities based on experiences/ texts. 	<ul style="list-style-type: none"> -Look at similarities and differences in relation to places, objects, materials and living things. -Explore similarities and differences between themselves and others. 	<ul style="list-style-type: none"> -Recognise similarities and differences between different religious and cultural communities in this country and between life in this country and other countries. -Describe their immediate environment using knowledge from a range of sources.
	<p>Science</p>  <p>The World</p>	<ul style="list-style-type: none"> -Seasonal change. -Explore and talk about different forces they can feel. 	<ul style="list-style-type: none"> -Explore similarities and differences in relation to objects, materials and living things. -Observe, interact and talk about the outside world and some natural processes. 	<ul style="list-style-type: none"> -Explore and make observations about the world around us. -Know some similarities between the natural world around them and some contrasting environments. -Develop understanding of natural processes including seasons and changing states of matter.

Reception Long Term Plan

	<p>R.E.</p>  <p>People, Culture and Communities</p>	Feeling Special: Where do we belong?	Why is Christmas Special for Christians?	Why is God special to Christians?	Why is Easter special to Christians?	Why is Easter special to Christians? / What places are special and why?	What places are special and why?
Expressive Arts Creating with Materials	<p>Art</p> 	Clarice Cliff inspired Art	Artist – Jackson Pollock (Exploring Colour)	Moon art (printing)	Aboriginal Art	Flower art (collage, pastels, chalks).	Observational drawings of sea life.
	<p>D&T</p> 	Make my Community	Design and make a paper plate bear with moving parts.	Food Technology - Sandwiches	Create an animal with a moving part.	Design and build a beanstalk.	Food Technology – Fruit Kebab
Expressive Arts Being Imaginative and Expressive	<p>Music</p> 	Recite some nursery rhymes from memory.	<p>To sing an Autumn song from memory.</p> <p>Christmas Performance</p>	Recite a poem.	Sing in a group (Mother's Day Performance)	Dance	End of year performance (including poetry and song).
	<p>Charanga Music</p> 	<p>-Listening and responding to different styles of music.</p> <p>-Embedding foundations of the interrelated dimensions of music.</p> <p>-Learning to sing or sing along with nursery rhymes and action songs.</p> <p>-Improvising leading to playing classroom instruments.</p> <p>-Share and perform the learning that has taken place.</p>		<p>-Listening and responding to different styles of music.</p> <p>-Embedding foundations of the interrelated dimensions of music.</p> <p>-Learning to sing or sing along with nursery rhymes and action songs.</p> <p>-Improvising leading to playing classroom instruments.</p> <p>-Share and perform the learning that has taken place.</p>		<p>-Listening and appraising Funk music.</p> <p>-Embedding foundations of the interrelated dimensions of music.</p> <p>-Learning to sing Big Bear Funk and revisiting nursery rhymes and action songs.</p> <p>-Playing instruments within the song.</p> <p>-Improvisation using voices and instruments.</p> <p>-Riff-based composition.</p> <p>-Share and perform the learning that has taken place.</p> <p>-Consolidation</p>	