



Reception class long term plan

This is a working document and highlights the main topic focus for each term. Our children lead learning and things will change in response to their interests and needs. Throughout each term, we focus our time on developing the children's confidence in the setting and with their peers. We link activities to half-termly themes (see below), stories and the interests of the children. We encourage quality discussion and questioning in order to extend their knowledge and understanding. Children are supported in their learning through planned and spontaneous play opportunities as well as adult led activities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Theme	Me and my family We will talk about past and present events in our own lives and know how we are similar and different to others. We will learn about how we have changed since we were babies and how we will continue to change. We will discuss ways to stay safe and healthy. Seasonal change: Summer to autumn	Celebrations and winter We will focus on learning about differences between people and how there are differences between our own and others' traditions. We will learn about celebrations from a range of different places and cultures. Seasonal change: Autumn to winter.	Fantasy and fairy tales. We will explore traditional tales, encouraging children to use story telling language in their play. Seasonal change: Winter to spring	Spring and growth We will observe seeds germinating and growing and will look for signs of new growth around the school. We will observe the life cycles of butterflies and frogs. Seasonal focus: Spring.	Space and planets Seasonal change: Spring to Summer	Our wonderful world.
Key texts	"Starting school" by Allan Ahlberg "The colour monster" by Anna Llenas "The colour monster goes to school" by Anna Llenas "Owl babies" by Martin Waddell "Me and my amazing body" by Joan Sweeney (non-fiction)	"Funny Bones" by Janet and Allan Ahlberg. "Zim Zam Zoom" by James Carter & Nicola Colton (poetry) "Kipper's birthday" by Mick Inkpen "Celebrations Around the World: The Fabulous Celebrations you Won't Want to Miss" by Katie Harford (non-fiction)	"Little Red Riding Hood" Traditional "The wolf's story: What really happened to Little Red Riding Hood" by Izhar Cohen "Jack and the beanstalk" Traditional "Trust me, Jack's beanstalk stinks" by Eric Braun "Goldilocks and the three bears" Traditional	"Rosie's walk" Pat Hutchins "Hungry hen" by Richard Waring "Handa's hen" by Eileen Browne "The little red hen" Traditional "Chicken licken" Traditional "The tiny seed" By Eric Carle		



Reception class long term plan

	"Hairy Maclary from Donaldson's dairy" by Lynley Dodd (RE link)	"The snowman" by Raymond Briggs "One snowy night" by Nick Butterworth "Stick man" by Julia Donaldson.	"Beware of the bears" by Alan Mac Donald "Cinderella" Traditional "Prince Cinders" by Babette Cole "The three little pigs" Traditional "Three little wolves and the big bad pig" by Eugene Trivizas A wide selection of other traditional fairy tales	"Oliver's fruit salad" Vivien French "Eggs and Chicks" Fiona Pratchett (NF) "One child, one seed" Kathryn Cave (NF) "Ten Seeds" Ruth Brown "All the year round" John Yeoman (poetry)		
Wow moments/ key events	Transition Trip to library Visit from school nurse (hygiene)	Autumn walk Santa's winter wonderland Nativity Christingle	Visit to Seven stories World book day Growing beanstalks	Hatching chicks or observing caterpillar transformation into butterflies. Possible visit to West Boldon Lodge or Washington wetlands.	Planetarium visit (Centre for life.)	
Prime area: Communication and language <i>This area of learning is of interest to all subject leaders</i>	<u>Listening, attention, understanding:</u> *Introduce 'Listening ears' and introduce clapping and song signals to the children which all staff use as a sign that it's now time to stop and listen. *Timetable a story time at least once each day. Re-read selected stories and encourage children to share these books in school and at home. *Follow single step instructions	<u>Listening, attention, understanding:</u> Introduce 'celebration' as a theme in role play area. Teach vocab related to celebration resources and model use of relevant social phrases. *Timetable a story time at least once each day. Encourage chn to join in with stories as they become familiar. *Follow instructions with more than a single step (where appropriate.)	<u>Listening, attention, understanding:</u> *Introduce children to traditional story telling language. *Adults to ask 'how' and 'why' questions about stories. *Listen for rhymes. *Introduce alternative versions of traditional tales. Hotseat children and teachers as characters from these tales. *Follow instructions and/ or read non fiction texts on themes related	<u>Listening, attention, understanding:</u> *Change role play area into a garden centre/ farm/ animal rescue. Introduce relevant vocabulary and model usage. *Read a selection of stories connected to our topic. Encourage chn to retell these stories. Re-read stories until chn are very familiar with them. *Listen to and follow instructions when handling our chicks/ minibeasts.	<u>Listening, attention, understanding:</u> <u>Speaking:</u>	<u>Listening, attention, understanding:</u> <u>Speaking:</u>



Reception class long term plan

	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> *Introducing ourselves and learning everyone's names. *Use Good morning, Good afternoon when responding to register. Model please/ thank you/ excuse me. *Make time for children to talk and share news in a small group or whole class situation. Model and promote good listening skills. *Identify new/ key vocabulary in weekly plans and prioritise the introduction of these words. Use role play area (home corner) to allow children to explore and re-enact familiar situations. *Encourage children to answer 'who', 'where' and 'when' questions about their own experiences, familiar stories and things which we have learned. *Sing traditional nursery rhymes on a daily basis. Act out some familiar rhymes as we sing. 	<p><u>Speaking:</u></p> <ul style="list-style-type: none"> *Greet visitors to the classroom with Good morning/ Good afternoon. *Begin Talk 4 Writing. *Re-enact some familiar celebrations stories and their own celebration experiences in the role play area. *Sing traditional nursery rhymes on a daily basis. Act out some familiar rhymes as we sing. Learn a variety of celebration poems. *Model how to ask questions about celebrations which the chn have been involved in. Encourage them to ask each other similar questions. *Explore non-fiction books about celebrations. Use vocab of contents, glossary etc. 	<p>to fairy tales, eg how to make porridge or how to grow a beanstalk.</p> <p><u>Speaking:</u></p> <ul style="list-style-type: none"> *Encourage children to describe their observations of growing a bean/ making porridge in some detail. *Use teacher drawn story maps to support story telling. Retell and explore these fairy tales in role play area. Encourage chn to draw own story maps to support them in retelling stories. *Children to answer 'how' and 'why' questions. Encourage them to ask their own questions. *Learn and sing traditional rhymes and rhymes/ songs connected to fairytales, eg 'When Goldilocks went to the house of the bears' (Lots of others at Fairy Tales and Nursery Rhymes – Kenn Nesbitt's Poetry4kids.com) *Discuss dilemmas in stories and how they could be resolved, eg. 'How can Jack escape the giant 	<ul style="list-style-type: none"> *Listen to and follow directions when following the route from 'Rosie's walk'. <p><u>Speaking:</u></p> <ul style="list-style-type: none"> *Learn a selection of spring based poems, songs and rhymes. *Give directions to a partner as they follow the route from 'Rosie's walk'. *Observe the 'Living eggs' project where our very own chicks will hatch OR caterpillars growing and metamorphosing. Teach appropriate vocab. Encourage chn to ask questions and describe what they observe. *Plant beans/ bulbs/ seed and describe observations of them growing. 		
Prime area:	<u>Self-regulation:</u>	<u>Self-regulation:</u>	<u>Self-regulation:</u>	Self regulation:	<u>Self-regulation:</u>	<u>Self-regulation:</u>



Reception class long term plan

<p>Personal, social and emotional development. (This area of learning is of interest to PHSE and Science subject leaders.))</p>	<p>Use emotions masks, stories and circle time to encourage talk about feelings (link with 'The colour monster.') Recognise own emotions. Encourage children to use quiet areas in classroom when they need some peace or space. <u>Managing self:</u> How to organise self in the classroom: name labels for signing up etc. Becoming an independent learner when selecting resources. Introducing 'signing up' boards. Hand hygiene and nose blowing hygiene. Encourage children to look after their own belongings by putting their own coat and bag on their peg. Establish class 'Golden rules' which emphasise the importance of kindness, helpfulness, co-operating, good listening etc. Link these with British values. How to get on with classmates. <u>Building relationships:</u> Ensure that all staff (but particularly key workers) take the time</p>	<p>Allow all chn time to talk about their own experiences of celebrations and to share how things are celebrated in their families. How do we feel when we are celebrating? Promote use of correct vocab to discuss feelings. Why do we feel a certain way? Introduce resources in 'Calm corner' which will help with self regulation. <u>Managing self:</u> Learning wider school rules. How to get on with older children in school. How to behave in different environments, eg assembly, library etc. Oral hygiene and hand hygiene talk from school nurse. Forest school safety rules for visit to Santa's winter woodland Encourage children to look after their own belongings by putting their own coat and bag on their peg, putting PE kits back into bags etc. <u>Building relationships:</u> Sharing resources with one or more peers in</p>	<p>*Identify 'big' feelings in ourselves and in characters in our stories. Name these feelings. What makes us feel these emotions? *Identify when we need help handling feelings. <u>Managing self:</u> *Good choices, bad choices and staying safe. What bad choices did Goldilocks/ Jack/ Little Red make? What better choices could they have made? Staying safe around strangers/ on the road/ in the home. *How to treat other people...how did Cinderella's sisters treat her? How did it make her feel? How should a good friend behave? Teach phrases such as 'Can I play with you please?' and discuss how to respond if someone asks you this. *Look at the wolf's sharp teeth. Discuss oral hygiene with visit from the dental nurse. Give out Colgate packs. *Make gingerbread men/ porridge and discuss importance of hand hygiene when cooking.</p>	<p>*Treating animals with care and respects. *Importance of patience (waiting for chicks to hatch, seeds to grow, chance to handle chicks.) <u>Managing self:</u> *Importance of hand hygiene when handling the chicks/ minibeasts. *What do animals (our chicks/ tadpoles/ caterpillars) need to grow up healthy and strong? What do we need? *Looking after the environment: importance of not littering. <u>Building relationships:</u> *Working with a partner to give and follow directions. * <u>Tenten:</u> *'Life to the full' EYFS Module 2, Units 1 and 2: Role model; Who's who; You've got a friend in me; Forever friends.</p>	<p><u>Managing self:</u> <u>Building relationships:</u> <u>Ten ten</u></p>	<p><u>Managing self:</u> <u>Building relationships:</u> <u>Ten ten</u></p>
--	--	--	---	---	--	--



Reception class long term plan

	to get to know each child and their family. Ask parents about the child's history, likes, dislikes, family members and culture. Introduce chn to Y6 buddies who will help in dinner hall. Encourage/ support chn to play with at least one peer.	play. Playing turn taking games. Working with others to create a desired outcome eg making fruit kebabs for a celebration. <u>Life to the full (RSE)</u> Module 1, Unit 1 and 2	*Sleeping Beauty and importance of a good sleep routine. <u>Building relationships:</u> *Working cooperatively to build a little pig's house/ to make a plan to avoid the wolf/ to fix baby bear's chair. How can we make our creations better/ more comfy/ big enough? *Work on solving conflict with peers. Tenten 'Life to the full': EYFS Module 1, units 3 and 4: I like, you like, we all like; Good feelings, bad feelings; Let's get real; Growing up			
Prime area: Physical development <i>This area of learning is of interest to PE and Science subject leaders</i>	<u>Fine motor:</u> Dough activities. Daily name writing activities. Cutting (snipping into paper and teach correct scissor hold.) Thread, construct and manipulate with small apparatus. Show preference for dominant hand. Draw lines and circles. Pencil Grip – encourage tripod grip. Using cutlery <u>Gross motor:</u>	<u>Fine motor:</u> Daily name/CVC writing activities. Threading, cutting, weaving, playdough. Finger Gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model	<u>Fine motor:</u> *Provide a wide selection of drawing and writing resources to encourage chn to write/ draw about fairy tales we are reading. Model correct pencil grip and practise letter formation daily. *Fastening buttons, zipping up coats, putting shoes on. *Cutting up food and using cutlery correctly at lunchtimes. <u>Gross motor:</u>	<u>Fine motor:</u> *Daily handwriting practice during phonics lessons. *Provide a range of apparatus in continuous provision such as tweezers, spray bottles, writing equipment of different types to develop fine motor control. *Handling chicks/ minibeasts/ plants with care. *Drawing maps outside on a large scale and indoors on a smaller scale.	<u>Fine motor:</u> <u>Gross motor:</u>	<u>Fine motor:</u> <u>Gross motor:</u>



Reception class long term plan

	<p>PE focus 1: Walking and Running safely with awareness of space.</p> <p>PE focus 2: Ball skills using hands and feet.</p> <p>*Trim trail</p> <p>*Giant chalks/ paint brushes etc to draw lines/ circles/ letters.</p> <p>*Construct with large blocks/ tyres/ planks.</p>	<p>correct letter formation.</p> <p><u>Gross motor:</u></p> <p>PE focus 1: Ball skills using hands and feet.</p> <p>PE focus 2: Jumping</p> <p>PE event: EYFS Co-ordination challenge</p> <p>*Explore celebrations from diff cultures through dance</p> <p>*Line up without touching others.</p> <p>*Getting changed for PE</p> <p>*Trim trail</p> <p>*Wheeled toys.</p>	<p>*Climb on the A-frame and up the poles like Jack going up the beanstalk. Challenge the children...can you climb higher than you did yesterday?</p> <p>*Move like characters from fairy tales...stamp like a giant, run like the three little pigs, dance like Cinderella etc.</p> <p>*Use parachute to play games related to fairytales, eg. Red Riding Hood hood crawls under the parachute as the rest of the class wave it...can the wolf catch her?</p> <p>*Use large construction to build a palace/ house for the pigs/ beds for the three bears etc.</p> <p>*Play games such as 'What's the time Mr Wolf?' and 'Grandmother's footsteps'.</p> <p>*Daily trim trail sessions.</p> <p>*Create ball games related to fairy tales which help to refine a range of skills, eg Set up skittles with wolf faces on, bowl the ball to knock them down.</p>	<p><u>Gross motor:</u></p> <p>*Weekly PE lessons with focus on athletics (see scheme.) Chn to take increasing responsibility for getting changed themselves.</p> <p>*Daily trim trail sessions and free flow access to our outdoor area to use large equipment such as planks, big blocks, crates, tyres etc.</p> <p>*Digging, weeding and raking in garden area to get our garden ready for planting seeds.</p> <p>*Move like a baby animal, now move like the adult animal.</p> <p>*Put together a series of movements to show how a chick hatches out of its egg.</p> <p>*Y5 Huff and Puff monitors to support chn when using the small and large apparatus during playtimes.</p> <p>*Using large equipment to make an obstacle course re-enacting Rosie's walk.</p> <p>*EYFS gym festival event at The Urban Factory.</p>		
--	---	--	--	---	--	--



Reception class long term plan

			<p>*PE Lessons: Football with SAFC, Dance (linked to Fairy tales.)</p> <p>*EYFS Multisport event at Temple park</p>			
<p>Specific area: Literacy</p> <p><i>This area of learning is of interest to English subject leader</i></p>	<p><u>Comprehension:</u> Listening to stories. Joining in with rhymes and showing an interest in stories with repeated refrains. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning, book orientation, book directionality and handling, text directionality, knowledge of letters, words and sentences. Sequencing familiar stories through the use of pictures to tell the story. Engage in extended conversations about stories, learning new vocabulary. <u>Word reading:</u> Daily phonics lessons following the 'Floppy's phonics' programme. Focus on s,a,t,p,i,n,g,o,c,k,m,d <u>Helpful words:</u> I, the,no, go, to. <u>Writing:</u> Children will be</p>	<p><u>Comprehension:</u> Retell stories related to events through acting/role play. Retelling stories using images and actions. Use story maps to orally retell stories. Editing of story maps. Sequence story using vocabulary of beginning, middle and end. Blend sounds to read short words made up of known letter– sound correspondences. Enjoys an increasing range of books. <u>Word reading:</u> Daily phonics lessons following the 'Floppy's phonics' programme. Focus on ck,e,u,r,h,b,f,ff,l,ll,le,ss Helpful words: of, off, little, into <u>Writing:</u> Labelling using initial sounds.</p>	<p><u>Comprehension:</u> Guided reading/ 1-1 reading at least once each week, more for children with SEN. Only use books containing letters and sounds which have been taught. Encourage children to take home fairy tales and other familiar books from our class library to share with their parents. Use story sacks to encourage retelling of stories. Send home to share with parents. Children retell stories using story maps. Chn draw own story maps. Alter familiar stories to create their own. <u>Word reading:</u> * Daily phonics lessons following the 'Floppy's phonics' programme. Focus on: j,v,w,x,y,z,zz,qu,ch. Helpful words: he, she, we, me, was, you <u>Writing:</u></p>	<p><u>Comprehension:</u> Guided reading at least once each week, more for children with SEN. Only use books containing letters and sounds which have been taught. *Encourage children to take home our weekly focus books and other familiar texts from our class library to share with their parents. <u>Word reading:</u> •Daily phonics lessons following the 'Floppy's phonics' programme. Invite parents in to observe a phonics lesson. Focus on: sh, th, ng, dge, ve, wh, cks, tch. Helpful words: they, all, are, her, off, when, six, seven, have. <u>Writing:</u> *Teach correct letter formation as part of 'Floppy's phonics' programme. *Provide wide variety of mark making and writing resources in role play and writing areas. Weekly</p>	<p><u>Comprehension:</u> Encourage children to take home our focus books and other familiar stories from our class library to share with their parents. Guided group or 1-1 reading at least once each week, more often for children with SEN. <u>Word reading:</u> Daily phonics lessons following the 'Floppy's phonics' programme. Focus on ai, ee, igh, oa, oo, ar, ur, or. Helpful words: be, are, my, sister, too, why. Guided group or 1-1 reading at least once each week, more often for children with SEN. Only use books containing letters and sounds which have been taught. <u>Writing:</u> Teach correct letter formation as part of 'Floppy's phonics' programme. Provide wide variety of mark making and writing</p>	<p><u>Comprehension:</u> Encourage children to take home our focus books and other familiar stories from our class library to share with their parents. Guided group or 1-1 reading at least once each week, more often for children with SEN. <u>Word reading:</u> Daily phonics lessons following the 'Floppy's phonics' programme. Focus on ow, oi, ear, air, er, ue, ure, ture. Helpful words: sky, again, look <u>Writing:</u> Teach correct letter formation as part of 'Floppy's phonics' programme. Provide wide variety of mark making and writing resources in role play and writing areas. Weekly 'challenge' activities related to theme Further develop outdoor literacy shed to encourage writing/</p>



Reception class long term plan

	<p>experimenting with mark -making and writing patterns using a range of media. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels. Writing initial sounds and begin to write VC/ CVC words. Use initial sounds to label characters / images. Name writing practice.</p>	<p>Orally telling stories sometimes with adults acting as scribes. Writing CVC words to label characters from stories. Writing simple captions about pictures from stories e.g. it is a dog. Help children identify the sound that is tricky to spell. Sequence stories using pics.</p>	<p>*Teach correct letter formation as part of 'Floppy's phonics' programme. *Provide wide variety of mark making and writing resources in role play and writing areas. Weekly 'challenge' activities related to fairy tales in writing/ role play areas eg. write an invitation to Cinderella's ball. *Further develop outdoor literacy shed to encourage writing/ drawing/ mark making in the outdoor area. Set a weekly outdoor mark making challenge, eg. to draw a map of Little Red's journey to Grandmother's house or to write a 'Wanted' poster about the big, bad wolf to stick on the fence. Reading and writing simple phrases/ sentences related to focus stories/ phonic focus.</p>	<p>'challenge' activities related to spring/growth/ Easter in writing/ role play areas eg. keeping a weather log, writing out Easter cards, making a chick fact file etc for children to complete, with rewards for those who do them. *Continue to develop outdoor literacy shed to encourage writing/ drawing/ mark making in the outdoor area. Set a weekly outdoor mark making challenge, eg. draw a map for an Easter egg hunt, Draw a map for Rosie's walk, daily minibeast logs etc</p>	<p>resources in role play and writing areas. Weekly 'challenge' activities related to theme Further develop outdoor literacy shed to encourage writing/ drawing/ mark making in the outdoor area. Set a weekly outdoor mark making challenge, eg. to draw a pirate treasure map or write clues to find the treasure. Talk4 Writing Guided writing at least once a week.</p>	<p>drawing/ mark making in the outdoor area. Set a weekly outdoor mark making challenge, eg. to draw a pirate treasure map or write clues to find the treasure. Talk4 Writing Guided writing at least once a week.</p>
<p>Specific area: Mathematics <i>This area of learning is of interest to the</i></p>	<p>See White Rose Education for further detail: Weeks 1 & 2: Baseline Weeks 3 & 4: Match, sort and compare</p>	<p>Weeks 7 & 8: It's me 1,2,3 <i>Texts: Anno's Counting Book by Mitsumasa Anno</i> • <i>How to Count to One by Casper Salmon</i></p>	<p>See White Rose education for further detail: Weeks 1 & 2: Alive in 5 Week 3: Mass and capacity</p>	<p>Weeks 8, 9, 10: Building 9 and 10 Weeks 11 & 12: Explore 3d shapes.</p>	<p>See White Rose education for further detail: Weeks 1 & 2: To 20 and beyond Week 3: How many now?</p>	<p>Weeks 8, 9, 10: Visualise, build and map. Weeks 11 and beyond: Make connections.</p>



Reception class long term plan

<p>Maths subject leader</p>	<p><i>Texts: A Pair of Socks by Stuart J. Murphy</i></p> <ul style="list-style-type: none"> • <i>Seaweed Soup by Stuart J. Murphy</i> • <i>The Button Box by Margarette S. Reid</i> • <i>Beep Beep, Vroom Vroom! by Stuart J. Murphy</i> <p>Weeks 5 & 6: Talk about measure and patterns.</p> <p><i>Texts:</i></p> <p><i>Where's My Teddy? by Jez Alborough</i></p> <ul style="list-style-type: none"> • <i>It's the Bear! by Jez Alborough</i> • <i>The Blue Balloon by Mick Inkpen</i> • <i>Dear Zoo by Rod Campbell</i> • <i>My First Book of Patterns by Bobby and June George</i> • <i>We're Going on a Bear Hunt by Michael Rosen</i> • <i>A-B-A-B-A – A Book of Pattern Play by Brian P. Cleary</i> 	<ul style="list-style-type: none"> • <i>Goldilocks and the Three Bears</i> • <i>The Gingerbread Man</i> • <i>A Squash and a Squeeze by Julia Donaldson</i> • <i>The Three Billy Goats Gruff</i> <p>Week 9: Circles and triangles</p> <p><i>Texts: Circle, Triangle, Elephant! A Book of Shapes and Surprises by Kenji Oikawa</i></p> <ul style="list-style-type: none"> • <i>Triangle by Mac Barnett and Jon Klassen</i> • <i>Shapes, Shapes, Shapes by Tana Hoban</i> • <i>We're Going on a Bear Hunt by Michael Rosen</i> • <i>Rosie's Walk by Pat Hutchins</i> <p>Weeks 10 & 11: 1,2,3,4,5</p> <p><i>Texts: Witches Four by Marc Brown</i></p> <ul style="list-style-type: none"> • <i>Five Little Fiends by Sarah Dyer</i> • <i>Pete the Cat and his Four Groovy Buttons by Eric Litwin</i> • <i>Kipper's Birthday by Mick Inkpen</i> • <i>The Very Hungry Caterpillar by Eric Carle</i> • <i>Stella to Earth! by Simon Puttock and Philip Hopman</i> 	<p>Weeks 4 & 5: Growing 6,7,8</p> <p>Weeks 6 & 7: Length, height and time</p>		<p>Weeks 4 & 5: Manipulate, compose and decompose.</p> <p>Weeks 6 & 7: Sharing and grouping</p>	
------------------------------------	---	--	---	--	---	--



Reception class long term plan

		<ul style="list-style-type: none"> • <i>Anno's Counting Book</i> by Mitsumasa Anno <p>Week 12: Shapes with 4 sides.</p> <p><i>Texts: Bear in a Square</i> by Stella Blackstone</p> <ul style="list-style-type: none"> • <i>Square</i> by Mac Barnett and Jon Klassen • <i>Shapes, Shapes, Shapes</i> by Tana Hoban • <i>Night Monkey, Day Monkey</i> by Julia Donaldson • <i>The Fox in the Dark</i> by Alison Green 				
<p>Specific area: Understanding the world</p> <p><i>This area of learning is of interest to History, Geography, Science, MFL subject leaders.</i></p> <p><i>Development matters statements can be broadly divided into Geog, Hist, Science focus as below:</i></p> <p><u>Geography</u></p>	<p><u>Geography focus:</u></p> <p>*Walk around school, indoor and outdoor environments</p> <ul style="list-style-type: none"> - Pictorial maps/photos - Aerial map of school / outside area - Name and describe the roles of people in the school community -Name and describe the role of a school nurse -Talk about different families in stories /small world/school community <p><u>History focus:</u></p> <p>How we have changed since we were babies and toddlers. Invite a parent with baby to come and visit and talk about their baby's needs. Provide baby bath and nappies etc in</p>	<p><u>Geography focus:</u></p> <p>* Celebrations inc Bonfire night, Diwali, Baptism, Hanukkah, Christmas and birthdays. Discuss which of these we celebrate in our families. Appreciate that people celebrate in different ways. Where might we go to celebrate these special occasions? In other communities people have different celebrations to the ones that we have.</p> <p>*Harvest festival and farming. Farm small world. Look at variety of produce.</p> <p>*Explore the woods at West Boldon Lodge when we visit Santa's</p>	<p><u>Geography focus:</u></p> <p>Chinese New Year. Sample food, watch dragon dances. Look at jobs of people in our focus stories. Compare to jobs in our communities. Read some fairy tales from other cultures. Discuss the different features (grass, hillocks, trees, pond, meadow etc) in fairy tale landscapes. Draw simple maps of these fairy tale settings. Programme bee-bots to travel around these maps. Look at different fairy tale homes: cottages, castles, caves etc. Compare them to our homes. What is the</p>	<p><u>Geography focus:</u></p> <p>Encourage chn to draw simple maps representing the journeys taken by characters in some of our focus texts, eg 'Handa's hen.' Can they point out important places on their maps?</p> <p>Use texts such as 'One child, one seed' and 'Handa's hen' to help chn recognise that some environments are different from their own. Compare and contrast characters from stories, eg the hens in 'Hungry hen' and 'The little red hen,' or the children in 'Oliver's fruit salad' and 'Handa's hen/ surprise.'</p> <p><u>History focus:</u></p> <p>Look at photographs of familiar places (our</p>	<p><u>Geography focus:</u></p> <p><u>History focus:</u></p> <p><u>Science focus:</u></p>	<p><u>Geography focus:</u></p> <p><u>History focus:</u></p> <p><u>Science focus:</u></p>



Reception class long term plan

<p>-Talk about members of their immediate family and community</p> <p>-Name and describe people who are familiar to them</p> <p>-Draw information from a simple map</p> <p>-Understand that some places are special to members of their community</p> <p>-Recognise that people have different beliefs and celebrate special times in different ways</p> <p>- Recognise some similarities and differences between life in this country and life in other countries</p> <p><u>History</u></p> <p>- Comment on images of familiar situations in the past</p> <p>- Compare and contrast characters from stories, including figures from the past (Little People, Big Dreams stories introduce children to inspirational people from the past.)</p> <p><u>Science</u></p> <p>- Explore the natural world around them.</p>	<p>role play area. Learning about the physical development of our bodies from when we were babies to now: What Can I do by myself now?</p> <p>Invite grandparents in to discuss their childhoods and school days.</p> <p>Special experiences that we have had such as birthdays.</p> <p><u>Science focus:</u></p> <p>*Observe seasonal change. Gather and display signs of Autumn. Discuss changes in weather. What do we wear to stay warm?</p> <p>*Observe animals and minibeast habitats</p> <p>*Naming body parts and how to stay healthy: diet, sleep, hygiene. Discuss healthy choices at dinner time.</p>	<p>winter woodland.</p> <p>*Drawing maps of the route we took in the woods as we search for Santa. Simple maps related to stories, eg Stick man's journey.</p> <p><u>History focus:</u></p> <p>*Show pictures of celebrations in the past. How is, eg Christmas, different now to how it was one hundred years ago? Discuss parents/ grandparents Christmases.</p> <p>*Story of the first Christmas and why, as Christians, we celebrate.</p> <p><u>Science focus:</u></p> <p>*Seasonal change...how autumn is becoming winter. What changes can we see? Discuss hibernation and changes in weather/ hours of daylight. Go outside and describe what we see/ hear/ smell. Record temperature outside.</p> <p>*Discussing internal parts of body, eg skeleton and organs. Factors contributing to health and wellbeing.</p> <p>*Climate change, plastic pollution, recycling.</p>	<p>same/ different? Look at homes from the past and homes around the world.</p> <p><u>History focus:</u></p> <p>Discuss the history of fairy tales and how these stories have been told for generations. Look at different fairy tale homes: cottages, castles, caves etc. Compare them to our homes. Look at homes from the past</p> <p><u>Science focus:</u></p> <p>Investigation into how to build a strong house for the three little pigs. Build one with straw, one with sticks, one with bricks...can we huff and puff it down? Grow our own beanstalks in glass jars and observe the growth over a prolonged period of time. Read the enormous turnip and discuss how vegetables grow from small seeds. Watch for weather getting warmer and plant seeds in our garden area. Build a strong enough bridge for the three billy goats gruff to cross. Build bridges using large blocks and</p>	<p>school, South Shields, Souter lighthouse etc) from the past. Compare with recent photos. How have these places changed?</p> <p>Farming in the past and now.</p> <p><u>Science focus:</u></p> <p>Regular visits into garden area to look for signs of spring.</p> <p>'Living eggs' to witness the chicks hatching. Life cycle of a chicken. OR Life cycle of butterfly with caterpillars in class.</p>		
---	--	--	--	--	--	--



Reception class long term plan

<p>- Describe what they see, hear and feel whilst outside</p> <p>-Understand the effect of changing seasons on the natural world around them</p>			<p>planks for children to cross.</p> <p>Use the three billy goats as a starting point to learning more about goats and other animals. Possible visit to farm/ West Boldon lodge..</p> <p>•“Mirror mirror on the wall...” Observe ourselves in mirrors, discuss what makes us unique.</p>			
<p>Specific area:</p> <p>Expressive arts and design</p> <p><i>This area of learning is of interest to Music, Art, DT, PE subject leaders.</i></p>	<p><u>Music/ Dance:</u></p> <p>*Nursery rhymes. Find a beat and clap as we sing.</p> <p>*Encourage children to sing in groups and on their own.</p> <p>*Use outdoor music station to make music, accompany singing and make sound effects.</p> <p>*‘Charanga’ unit 1, introducing a wide range of genres of music and teaching new songs.</p> <p><u>Art, DT:</u></p> <p>*Painting self- portraits. Observe faces in mirrors and discuss eye colour etc. Explore colour mixing to make correct skin colour.</p> <p>*Collage of our homes and animal homes using a variety of materials.</p>	<p><u>Music/ Dance:</u></p> <p>*Learn to sing a wide range of celebration songs, esp. Christmas songs for our Nativity performance.</p> <p>*‘Charanga’ unit 2, introducing a wide range of genres of music and teaching new songs. Move to the music which we listen to and discuss how it makes us feel.</p> <p>*Listen and move to music from different cultures. Explore using and combining different movements. Work with a friend to come up with a short routine. Use percussion instruments to accompany this dancing.</p>	<p><u>Music/ Dance:</u></p> <p>‘Charanga’ scheme of work to be covered, introducing a wide range of genres of music and teaching new songs. Move to the music which we listen to and discuss how it makes us feel.</p> <p>Make up chants/ songs related to fairy tales, eg what could the gingerbread man chant as he runs away? What could the 3 little pigs sing to send away the big bad wolf?</p> <p>Work in pairs/ small groups to make up a Gingerbread man/ 3 little pigs dance. Use percussion instruments to accompany our dancing. Perform these dances.</p>	<p><u>Music/ Dance:</u></p> <p>‘Charanga’ scheme of work to be covered, introducing a wide range of genres of music and teaching new songs. Move to the music which we listen to and discuss how it makes us feel. Listen to ‘Spring’ from ‘The four seasons’ by Vivaldi. How does it make us feel? What instruments can we hear in this music? What does it make us think of? Work with a partner to make up a spring dance to this music...we could be chicks hatching, lambs, flowers growing. Encourage chn to create their own piece of music entitled ‘Spring’.</p> <p><u>Art/ DT:</u></p>	<p><u>Music/ dance:</u></p> <p><u>Art/ DT:</u></p> <p><u>Imaginative play:</u></p>	<p><u>Music/ dance:</u></p> <p><u>Art/ DT:</u></p> <p><u>Imaginative play:</u></p>



Reception class long term plan

	<p>*Modelling with reclaimed materials, eg to make a home for a small world figure. Teach joining techniques eg. how to use tape.</p> <p>*Owl baby paintings.</p> <p>*Oil pastel autumn/ Harvest pictures.</p> <p>*Use large construction to make model homes. Encourage collaborative work and discussion about how we could make our models even better.</p> <p><u>Imaginative play:</u></p> <p>*Involve children in developing our role play home corner area. What resources would they like in there? Provide resources which will encourage imaginative play and language, eg telephone to encourage conversation, costumes which will help children get into role etc. Encourage chn to explore familiar situations.</p> <p>*Small world: (Familiar situations) Dolls house, Garage and cars.</p>	<p>*Invent actions to match a range of celebration themed poems.</p> <p><u>Art/ DT:</u></p> <p>*Making decorations, eg paper chains for our role play area. Explore joining techniques eg glue, tape, string</p> <p>*Christmas cards, calendars and other celebrations crafts.</p> <p>*Painting winter pictures. Add glitter and other materials to create interesting textures. Work as a group to make a large winter frieze</p> <p><u>Imaginative play:</u></p> <p>Retell familiar stories in role play and small world play. Can they think of other things they would like the characters to do, eg the skeletons in Funnybones could have a birthday party, re-enact Kipper's party, tell story of 'One snowy night' etc. Introduce resources into role play/small world area to enable chn to retell familiar stories in their play.</p>	<p>Chinese music and dancing</p> <p><u>Art/ DT:</u></p> <p>Collaborate to produce a frieze, eg of the gingerbread man's journey.</p> <p>Design and make a cape for Red Riding Hood to keep her dry.</p> <p>Painting fairy tale characters.</p> <p>Chinese writing and lanterns</p> <p>Design and build strong houses for the three little pigs</p> <p><u>Imaginative play:</u></p> <p>Involve children in developing our role play area. Link to a fairy tale, eg. The three bears cottage or the giant's castle. What resources would they like in there? Provide resources which will encourage imaginative play and language, eg telephone to encourage conversation, costumes which will help children get into role etc. Encourage chn to act out story lines from familiar fairy tales in their role play/ small world play. Can they add their own ideas to change things up, eg</p>	<p>Observational painting/ drawing of spring flowers/ chicks etc. Look at pictures and discuss how they could be made even better.</p> <p>Design and make an obstacle course for our chicks using safe materials such as cereal boxes.</p> <p>Collage butterflies.</p> <p><u>Imaginative play:</u></p> <p>•Provide resources in small world and role play areas to encourage chn to develop storylines in their imaginative play. Link small world resources to our focus stories and theme of 'spring and growth' eg. toy chicks, bunnies, farm animals, foxes etc.</p>		
--	--	---	---	--	--	--



Reception class long term plan

			Red Riding hood and the wolf could be friends and plan a surprise for Grandmother.			
RE <i>This area is of interest to RE, English, Art, PSED subject leaders.</i>	<p>RE topic: "Myself" Prior learning: children will have experience of being part of a family Learning outcomes</p> <ul style="list-style-type: none"> • The importance of my name – Explore • God knows and loves me and each one by name – Reveal <p>Acquire the skills of assimilation, celebration and application of the above – Respond (Activities include: Learning the names of everyone in the class, sharing names of those important to us, using our names as we pray, writing our names in hearts to hang on a tree as a prayer focus.)</p> <p>RE topic: "Welcome" Prior learning: children will have experience of belonging to a family and to a nursery/class group Learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • What it is to welcome and be welcomed – Explore 	<p>RE topic: "Birthdays" Prior learning: children will have the experience of celebrating birthdays at home</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • what a birthday is; waiting for a birthday – <i>Explore</i> • Advent: looking forward to Christmas, the birthday of Jesus – <i>Reveal</i> <p>Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p> <p>(Activities include: Role playing a birthday party, Display photos of children's birthday celebrations, Discuss getting ready for a new baby, Make advent wreaths, Daily advent acts of kindness, Learn Hail Mary, Christmas preparations.)</p>	<p>RE topic: "Celebrating" Prior learning: children will have experienced celebrations at home</p> <p>Learning outcomes:</p> <ul style="list-style-type: none"> • what a celebration is – Explore • how the parish family celebrate – Reveal <p>*acquire the skills of assimilation celebration and application of the above – Respond (Activities include: Holding a celebration in class; Arrange a visit to St. Gregory's church if possible; Read, discuss and role play the story of 'The Presentation'.)</p> <p>RE topic: "Gathering" Prior learning: what a celebration is and that the parish family celebrates in church</p> <p>Learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • how and why people gather together – Explore 	<p>Continue with 'Gathering' topic.</p> <p>Topic 6: "Growing" Prior learning: experience of activities that are good to do together Learning outcomes:</p> <ul style="list-style-type: none"> • Spring is a time when things begin to grow – Explore • Lent – a time to grow in love to be more like Jesus and to look forward to Easter – Reveal <p>*Acquire the skills of assimilation, celebration and application of the above – Respond Some questions of meaning and purpose: How do things grow? What do things need to grow? How do I grow 'Inside'?</p> <p>Core vocab: Grow, spring, different, Lent, Good Friday, cross, Easter Sunday</p>	<p>RE topic: "Good news" Prior learning: The ways in which we grow and that Lent is a time to grow more like Jesus and look forward to Easter.</p> <p>Learning outcomes: Know and understand:</p> <ul style="list-style-type: none"> • That everyone has Good News to share – Explore • Pentecost: the celebration of the Good News of Jesus – Reveal <p>*Acquire the skills of assimilation, celebration and application of the above – Respond (Activities include: Set up a 'Good news' board', Read the story of Pentecost, Make windmills to feel the power of the wind)</p> <p>RE topic: "Friends" Prior learning: that everyone has good news, and that Pentecost is the celebration of the Good News of Jesus This topic learning outcomes: Know and understand:</p>	<p>Other faiths week: Islam.</p> <p>RE topic: "Our World" Prior learning: we can make friends and Jesus had good friends This Topic: learning outcomes Know and understand:</p> <ul style="list-style-type: none"> • what we love and wonder about our world – Explore • God gave us this wonderful world – Reveal <p>*acquire the skills of assimilation, celebration and application of the above – Respond</p> <p>Some questions of meaning and purpose: The wonder of the world Who made the world? How can I take care of the world?</p> <p>Activities include: Use CAFOD Global A-Z photo pack, draw and write on paper hearts what we love about the world,</p>



Reception class long term plan

	<ul style="list-style-type: none"> • Baptism: a welcome to God's family – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond (Activities include make welcome sign for the classroom or welcome cards, Paint our families, set up role play area to reflect our families emphasising that all families are different, re-enact baptism, make baptismal candles.) 	OTHER FAITHS WEEK: JUDAISM	<ul style="list-style-type: none"> • the joy of gathering together to celebrate at Mass – Reveal * Acquire the skills of assimilation, celebration and application of the above – Respond (Activities include: Playing collaborative games; Invite an altar server to discuss how they welcome people into church; Read, discuss and role play story from the Gospel (Mark 10: 13,14-16); Practise how to respond to the Gospel.) 		<ul style="list-style-type: none"> • We can make friends – Explore • Jesus had good friends; what Jesus tells us about friendship – Reveal *Acquire the skills of assimilation, celebration and application of the above – Respond (Activities include: Share God's story 2 p 66, Make friendship chains, God's story 2 p72-73, Make friendship cards, Discuss what we wonder about friendship.) 	Make a wonder wall where we write on paper bricks what we wonder about the world, Share story of Creation, collaborate to make a frieze of the wonderful world.)
British Values	<u>Democracy:</u> *Select stories by voting. Why is this fair? *Encourage children to make decisions together, for example, when sharing a large train set. <u>Rule of law:</u> *Include children in developing class rules. Why are rules important? * Encourage children to take turns, share and cooperate. <u>Individual liberty:</u> *Ensure that all children engage in a wide range of activities and are not	<u>Democracy:</u> *Use circle time as a time to promote turn taking, to encourage children to listen to each other and to value the contributions of others. <u>Rule of law:</u> *Encourage and support children with learning about right from wrong. * Help children to understand their own and others' behaviour and feelings, as well as the consequences of their actions. <u>Individual liberty:</u> * Provide opportunities to develop children's	<u>Democracy:</u> *Vote which fairy tale to read <u>Rule of law:</u> *Discuss behaviour and actions of characters in fairy tales. <u>Individual liberty:</u> *Right from wrong, discuss actions in fairy tales. *Resolving conflict. How we should act/ react when we don't like what is happening. Importance of saying 'No' when you are uncomfortable. <u>Mutual respect and tolerance of different faiths and beliefs:</u>	<u>Democracy:</u> *Taking turns to look after our chicks/ caterpillars/ tadpoles. *Voting on decisions regarding the chicks. <u>Rule of law:</u> *Rules for treating animals carefully and with respect. *Respecting other people, our environment, pets. *Learn our school motto. <u>Individual liberty:</u> *Encouraging children to have the confidence to say when a situation makes them uncomfortable, eg. handling animals.	<u>Democracy:</u> <u>Rule of law:</u> <u>Individual liberty:</u> <u>Mutual respect and tolerance of different faiths and beliefs:</u>	<u>Democracy:</u> <u>Rule of law:</u> <u>Individual liberty:</u> <u>Mutual respect and tolerance of different faiths and beliefs:</u>



Reception class long term plan

	<p>limited by gender or other stereotypes. <u>Mutual respect and tolerance of different faiths and beliefs:</u> *Discuss similarities and differences between individuals and families. Emphasise that differences should be celebrated.</p>	<p>self-esteem and confidence in their own abilities. Encourage them to develop a positive sense of themselves and to celebrate their personal achievements. <u>Mutual respect and tolerance of different faiths and beliefs:</u> * Help children to learn about celebrations from other faiths and cultures. Encourage children to share their own experiences and respond to the experiences of others. *Learn about Judaism in 'other faiths' week.</p>	<p>*Learn about importance of respecting and valuing the opinions of others. *Challenge stereotypes in fairytales by reading alternative versions such as 'Prince Cinders' by Babette Cole</p>	<p><u>Mutual respect and tolerance of different faiths and beliefs:</u> *'Other faiths' week focus on Islam.</p>		
--	--	---	---	---	--	--