

RECEPTION LONG TERM PLANNING

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Themes	All about me	Foods and Celebrations	Transport and Journey	Growing and Changing	Animal adventures	My superpowers
Key Texts	 Retell the story and make links to personal experiences of going on a walk. What do you see on your journey to school? Narrative writing outcome: Use a story map to retell the main events. To orally rehearse a sentence and write cvc words. Non-fiction: Instructions: How to make gingerbread men (sequencing pictures with words). Poetry: Nursery rhymes and songs.	 Retell the story and innovate by adding different foods. Learn about foods through celebrations and festivals. Narrative Writing outcome: Use a story map to innovate the story and retell. To orally rehearse a sentence and write a caption. Non-fiction: Shopping list - write a list of foods (draw pictures with words). Poetry: A Great Big Cuddle – learn and perform 2 poems.	 Retell the story and innovate by adding your own animal. Learn about transport and journeys. Narrative Writing outcome: Use a story map to innovate the story and retell. Re-write a dictated phrase. Non-fiction: Label a bus - write noun phrases using phonic knowledge. Poetry: Transport Nursery rhymes	 Retell the story and innovate by adding a different ending. Learn about chick growth and development. Narrative Writing outcome: Create own a story map to retell a story. Write a dictated sentence. Non-fiction: Write instructions - write short sentences about growth (hatching chick/plants). Poetry: Nursery rhymes about growth/Spring.	 Retell the story and learn about different animal groups. Narrative Writing outcome: Innovate own story map and retell. Write sentences about the story. Non-fiction: Instructions – how to trap an animal. Writes short sentences independently. Poetry: A Great Big Cuddle –perform an animal poem.	 Retell the story through drama and story maps. Explore what makes us unique and special. Narrative Writing outcome: Innovate own story map and retell. Write sentences for each part of the story. Non-fiction: Write a letter – write to Joop. Write short sentences independently using some of their own ideas. Poetry: Create a class poem about being Unique.
Linked Texts/ Favourite 5	-Rosie's Walk -Handa's Surprise -Biscuit bear - Each peach pear Plum -The Elephant and the Bad Baby	-Flashlight - Don't put Your Finger in the jelly Nelly! -I'm going to eat an Ant - Oliver's Vegetables -A Great Big Cuddle	-The Bus is For Us - Off To Market - Hundred Decker Bus - Mr Grumpy's Outing - On The Road - Naughty Bus	- The Journey Home - Chickens aren't the Only ones - Farmer Duck - How a Seed Grows - The Little Green Hen - Jack and The Beanstalk	- Oi Frog - On the way home - Monkey Puzzle -The Snail and the Whale -Little Red Hen	-Super Worm - My Mum is a Super mum - Even Superheroes have bad Days - The Rainbow Fish - Super Duck - Supertato

Enrichment inc. Celebrations	Autumn walk Forest school – explore the beauty of nature- Autumn. Walk around school & places around school. Visit a local bakery. Harvest Festival celebration and poetry. Black history month 	Special celebrations Children in Need Advent Bonfire night/Diwali Remembrance Day Hanukkah Christmas party Celebrating our diverse community. Nativity performance 	Visit Manchester Bus Journey into Manchester – transport survey and making maps. Visit from a Bus. Buses around the world. Chinese New Year 	Incubator & Eggs Hatch chicks. Explore life cycles and caring for new life. Record growth and changes. Easter Holi 	Chester Zoo Visit a Zoo and learn about wild animals. Visit a local pet shop. Ramadan 	Super Obstacle Courses Superhero dress up day Create capes and design our own logos. My super power is... Growth Mindset Eid-Al-Adha 
	Bakery/ Storytellers Cottage 	Supermarket 	Bus Station 	Farm Shop 	Pet Shop/Vets 	Superhero Headquarters 
Writing Development	Daily sentence accuracy Begins to write name with name card.	Daily sentence accuracy Writes name correctly name with name card.	Daily sentence accuracy Write name independently.	Daily sentence accuracy Write labels for CVC pictures.	Daily sentence accuracy Write short phrases using picture prompts. Recognises all letters and forms most correctly with increasing fluency.	Daily sentence accuracy Compose and write sentences independently.
Formation	Forms some letters they know correctly.	Forms most letters they know correctly.	Recognises all letter and forms some correctly.	Recognises all letter and forms most correctly with correct orientation.		Forms letters correctly in their writing.
Provision	Maps for the gingerbread man. Ascribes meaning to marks. Begins to use phonic knowledge in writing.	Labels in role play area. Writing shopping lists. Begins to write cvc words independently. Mark making in their play. Draws and labels foods.	Begins to label using describing words Labels different parts of a bus. Matches words and pictures	Writing labels for different stages of growth. Creates a growth diary. Draws and labels pictures. Life cycle sequencing pictures and words.	Writing shopping lists for pets. Create an animal fact file. Recount of zoo trip. Uses phonic knowledge in their writing.	Writing signs and messages for obstacle course. Wanted posters. Letter to my Y1 teacher. All about me poster. Label designs and write lists.

Oracy and story mapping	Story maps and cvc words linked to the story.	Story maps and short phrases linked to the story.	Draws story maps and writes CVC words	Draws story maps and writes short phrases.	Innovates story maps and writes sentences.	Innovates story maps and writes sentences.
Mathematical Development	Recognising Numerals Counting out sets	Recognising Numerals Number stories to 5	Recognising Numerals Number patterns	Recognise & writes Numerals to 10 Number stories to 10	Recognise & writes Numerals to 20	Consolidation/ Application Shape Space and Measure
	Baseline Place Value Counting to 5 Place Value Comparing groups within 5 Addition and Subtraction Change within 5 (1 more/less) Geometry 2D and 3D shapes	Addition and Subtraction Number bonds within 5 Space Developing spatial awareness Place Value Counting to 10 Place Value Comparing numbers within 10	Addition and Subtraction Addition to 10 Numerical Patterns Doubling, halving, sharing, odd and even Addition and Subtraction Number bonds to 10	Geometry Making simple patterns Addition and Subtraction Counting on/back within 10 Place Value Counting to 20	Measurement Length, height and weight Geometry Composing and decomposing shapes Measurement Volume and capacity	EYFS Profile Sorting Time My day
Mastering Number 	Subitise numbers to 5 Count and represent numbers in different ways. Explore the Composition of numbers to 5. Use fingers to represent quantities Understanding 1 more as you count (representations) Begin to develop the language of whole (part whole).		Continue to develop subitising skills Count and represent numbers in different ways. Explore the composition of numbers to 5 and beyond Identify when two sets are equal or unequal Connect equal groups to doubles. Connect quantities to numerals. 1 more/ 1 less. Verbally counts beyond 20.		Consolidate their counting skills Count larger quantities and develop a wider range of counting strategies. Use Ten frames to support counting/addition/patterns Secure their knowledge of number facts through varied practice. 1 more/ 1 less to 10 and beyond.	
Sense of Self (PSED)	Me and my family	What foods do I like?	Where is my School?	How have I Changed?	Who are my friends?	What am I the best at?
	To name members of my family. To talk about my likes and dislikes. To talk about my journey to school. British Values -Class Charter	To talk about foods they like/dislike. To try a range of foods and begin to make connections with cultural celebrations. Voting for favourite foods British Values -Children's World Day	To talk about what they can see in the local area when they go on a walk. To have a sense of pride of living in Manchester. British Values -Being valued in a community	To talk about photos of them as a baby. To talk about how they've changed. To make links with animal changes. British Values -Celebrating Diversity	To say the names of my friends and why I like them. To explain what I like about them. Looking after our world British Values - Map of the UK	To be able to identify their strengths in discussion with an adult. To have a sense of pride in their achievements. Transition visits. British Values – Celebration of British Values Links to wider sport events

UW	Investigate explorative areas of provision	Introduction to Healthy eating	Freezing, Melting & Forces	Exploring Life Cycles	Naming and describing wild animals	Explore Materials
Cause and Effect/ The Natural World (Science) FS: Forest school	Explore and investigate texture and space using sand, water, mud and dough. Cooking– State of Matter. Investigate seasonal changes in Forest area. FS: Comparing leaves. How can we group the leaves?	Which foods are healthy? How can we sort these foods? -Looks like, feel, type, taste (taste different foods) Explore healthy, active lifestyles. Mile a Day challenge. FS: How can we help our local wildlife? Plant bulbs for Spring.	Explore freezing and melting. Explore and experimenting with forces (i.e. rolling objects on different gradients to affect speed) Does the red car travel the furthest/fastest? FS: Signs of winter, why can we see ice on the ground? Look for growing bulbs.	Discuss and investigate how chicks hatch and change into hens. Extend vocabulary by naming parts of plants and mini-beasts. Mathematical links – measures. FS: Explore simple life cycles by asking questions. Signs of Spring – observing closely. Draw and label.	Name, describe and categorise wild animals. Investigate elephants further by using the 'All About Elephants' fact file. FS: How do we know it's Summer? Plants – weather- wildlife changes.	What material will make the best cape? Use our superpowers to save the frozen peas! How can we stop the ice from melting/make it melt? FS: Explore mini habitats and creating bug hotels. Sorting bugs into groups.
UW	My Classroom	Where do chillies come from?	Buses then and now	Observing Change	All about a Zoo	On the move
Sense of Place/ Sense of the past, present and future (History/ Geography)	Map of my classroom. Children to learn how to navigate around their classroom environment Map journey to school. Summer and Autumn walk. Children will learn about weather and the change in the weather and seasons in our calendar. They will understand that the change in seasons and time have an impact on the weather, what we can do, and what we wear. <i>These activities will be repeated when there is a change in seasons.</i>	Learn about foods from far away. E.g. pineapple How did this pineapple get her? Discuss the journey of a chilli pepper to our local shop. Children will take part in a number of activities to show them that there are a number of similarities and differences in the way different occasions are celebrated. The children will be involved in helping prepare examples of special food, clothes and the giving and receiving of cards and gifts etc. <i>These activities will be repeated for celebrations.</i>	Transport around our city of Manchester. Contrast old buses versus new ones. Children will learn about transport around our city of Manchester. They will look at how transport has changed over time. They will use vocabulary such as long ago and today to compare buses and common modes of transport.	Children will learn how to notice differences and similarities between themselves and others. They will Investigate new vocabulary as we talk about the growth of a chick and as we grow plants. They will also investigate concept of growth and change by looking at ourselves as babies.	Where do wild animals live? E.g. jungle, dessert... Children will learn how to orally recount our visit to the zoo . (First, next, after that, finally). We will use the correct vocabulary when we talk about events that have already happened, demonstrating emerging Understanding of past tense.	How is Year 1 different to Reception ? Create maps of the school. Children will know about the similarities and differences between themselves and others, and among families, communities and traditions. They know that other children don't always enjoy the same things, and are sensitive to this

Art, DT and Expression	Drawing & painting	Explore textiles/ textures	Exploring printing	Design and make	Animal Art & dance	Design, make and review
	Children to explore closed shapes and lines. Representing a face with bold features in correct place showing an emotion – e.g, happy, sad, scared Access Art Artist: Amedeo Modigliani Italian painter and sculptor	Learn autumn/weather songs. Create nature art. Combine materials to create a healthy meal plate. Textile artist: Kate Jenkins	Map a journey with tools. Make buses Create patterns/prints with wheels/textures. Print artist: Clare Burchell	Designing bread by adding an ingredient. Plan – do – review. Make a nest for the eggs to keep them safe. Children explore different colours and mediums to explore spin art. Children use everyday objects to create art. Access Art Artist: Callen Schaub Canadian artist	Animals – tissue paper Children look at different shapes to create animal sculptures. Collage is used to add colour and effect. Access Art illustrator: Eric Carle	Create power packs – DT Create super hero capes and design our own logo. Design and make a potato-head superhero. Link artist: Pablo Picasso
PE, Sport, Games	Where I am physical	Singing and moving together	Movement medley	Moving like a chick !	Movement medley	Super strength
	Introduction to PE To learn how to use the equipment and climbing frame safely. Moving safely in a space during PE.	Fundamental Movement Skills Explore movement through story telling.	Dance Perform using a range of actions and body parts.	Gymnastics Exploring the fundamentals of gymnastics learning balances, shapes and jumps.	Games Further develop Fundamental movement skills through games	Ball Skills Looking at fundamental ball skills such as rolling and receiving a ball.
RE	Who am I?		Who helps me and how do I help others?		How do I celebrate with my family?	
	Why is the word God so important to Christians? (Creation)	Why do Christians perform Nativity plays at Christmas? (Why is Christmas special for Christians?) (Incarnation)	Being special: where do we belong? (Thematic)	Why do Christians put a cross on their Easter garden? (Why is Easter special to Christians?) (Salvation)	Which places are special and why?	Which stories are special and why?
Use of Technology and Computing	Technology All Around Me		Gadgets with Moveable Parts		Technology for a Purpose	
	Explore technology in the environment for real and role play purposes (i.e. exploring Recipes and food for the Anteater (link text))		Explore technology and moveable toys such as wind-up toys (egg incubator) Explore positional language and 'journeys'. (Where is my street?)		Children use the ipad/ camera to take photographs as a record of our visit to the Zoo. Use iPads to research animals. Make your superhero BeeBot go forwards, backwards and turn. (Simple coding)	