St Mary's Reception Long-Term Plan

	Autumn I wonder what is special about me I wonder how people celebrate	**Spring** I wonder what other people do I wonder how we could get there	**Summer** I wonder what happened before I wonder who lives there
Values Heartsmart	**LOVE** 'Get HEARTSMART' **COMPASSION** 'Don't forget to let love in!'	**RESPECT** 'Too much Selfie isn't Healthy!' **COURAGE** 'Don't Rub it in, Rub it Out!'	**HONESTY** 'Fake is a Mistake!' **DETERMINATION** 'No Way Through isn't True!'
Visits	Local area walk/Halton Castle	Library visit/Church visit	Visit to the farm
Mathematics Number Numerical Patterns	**Autumn 1** **Cardinality & Counting** Accurate counting of sets of objects 1-5 Subitising 1-3 Numeral Recognition to 5 **Composition** Conceptual subitising - noticing numbers within numbers **Comparison** Compare sets 1-5 using vocab of more / fewer / most /fewest **Measures** Height & Length **Shape/Space** 2D shapes and their properties **Pattern** Simple AB patterns Identifying unit of repeat **Autumn 2** **Cardinality & Counting** Accurate counting of sets of objects 1-10, recognising and ordering numerals 1-10 Subitising 1-5 **Composition** Applied conceptual subitising Inverse operations - splitting and recombining sets of objects 1-5 including on part whole model **Comparison** Compare numbers using vocab of more/less Find 1 more using sets of objects on tens frames and on a	**Spring 1** **Cardinality & Counting** Counting backwards 10-1 & ordering numbers 10-1 **Composition** Systematic approach to partitioning sets of objects 1-5 including on part whole model **Comparison** Find 1 less using sets of objects on tens frame and on a number track **Shape/Space** Spatial vocabulary (in front, behind, in between, on, in, under, first second, third) 3D shapes and their properties **Pattern** More complex patterns – ABB, ABBC **Spring 2** **Composition** Recall number bonds for numbers 1-5 Partition and recombine sets of objects 6-9 Including on part whole model and tens frame Partition and recombine sets of 10 objects – recognise these as number bonds to 10 **Measures** Mass **Shape/Space** Representing spatial relationships as maps Spatial vocabulary (forwards, backwards, up, down, across) **Numerical Patterns** Staircase patterns linked to finding 1 more/1 less using a mental numberline (link to Comparison)	**Summer 1** **Cardinality & Counting** Counting beyond 10 noticing pattern in ones **Composition** Systematic number bonds to 10 **Numerical Patterns** Odds & Evens Symmetry/reflections – link to doubles Share fairly (link to comparison), Use part whole model to partition numbers where both parts are the same (link to Composition) and Look at halving as inverse of doubles **Summer 2** **Cardinality & Counting** Counting beyond 20 noticing pattern in tens **Composition** Recall and apply number bonds for 4, 5 and 10 including doubles **Measures** Capacity Time – sequence of events **Shape/Space** Relationships between shapes **Pattern** Generalising pattern and transferring to another format e.g. link pattern of shapes to movements Possible Extension

	number track		Sharing between more than two including on a part whole model

Literacy **Reading** **Writing** **Comprehension**	Daily Phonics lesson Phase 2 Say a sound for all Phase 2 GPCS. Blend CVC words verbally. Guided and shared reading within class. Using a wide range of materials to encourage independent writing and mark making, experimenting with letter shapes and symbols. Forming Phase 2 letters recognisably. Segmenting CVC words verbally. Writing simple CVC words. Encouraging children to give meaning to their writing. Forming the letters in their name correctly. Modelling simple captions and sentences **Pathways to Write books** Peace at Last by Jill Murphy  The Three Little Pigs by Mara Alperin  Listen attentively to a range of stories, rhymes and non-fiction texts, recalling key events, joining in with repeated phrases and answering simple questions about what they have heard.	Daily Phonics lesson Phase 3 Guided and shared reading within class. Providing purposeful opportunities for independent writing across the provision. Forming taught letters correctly and beginning to develop accurate letter size and orientation. Segmenting and writing words using Phase 3 graphemes and common exception words. Writing captions and simple sentences with increasing independence. Beginning to use finger spaces and show an awareness of capital letters. Re-reading writing to check that it makes sense **Pathways to Write books** Let's all Creep through Crocodile Creek by Jonny Lambert  The Pirates are Coming! by John Condon  Continuing to practice letter formation. Talk confidently about stories by discussing characters, settings and events, making simple predictions, answering 'why' and 'how' questions and beginning to explain their ideas using clues from the text and illustrations.	Daily Phonics lesson Phase 3/4 Guided and shared reading within class Applying taught phonic knowledge confidently in independent writing across a range of contexts. Forming letters correctly with increasing fluency and control. Writing simple sentences using known graphemes, common exception words and basic punctuation, including capital letters, finger spaces and full stops. Beginning to write short pieces for different purposes, re-reading and editing their own work with adult support. **Pathways to Write books** **Silly Doggy!** GIGANTOSAURUS by Jonny Duddle 

			The Sea Saw by Tom Percival  Demonstrate secure comprehension by retelling familiar stories in sequence, predicting what might happen next, explaining characters' thoughts and actions, discussing new vocabulary and making links between texts and their own experiences
Story and Rhyme	The Colour Monster Owl Babies Harry and the Bucketful of Dinosaurs Leaf Man Room on the Broom Pumpkin Soup Rama and Sita Peace at Last Whatever Next! The Jolly Christmas Postman Stick Man The Snowman **Traditional Tales** The Gingerbread Man The Three Little Pigs **Nursery Rhymes and Songs** Heads, Shoulders, Knees and Toes Twinkle, Twinkle, Little Star Five Little Ducks Incy Wincey Spider Harvest Song Christmas songs	The Tiny Seed Giraffes Can't Dance Ruby's Worry Lost and Found The Squirrels Who Squabbled Handa's Surprise **Traditional Tales** Goldilocks and the Three Bears Jack and the Beanstalk **Nursery Rhymes and Songs** Hickory Dickory Dock Baa, Baa, Black Sheep Five Little Speckled Frogs Row, Row, Row Your Boat Easter Songs	The Very Hungry Caterpillar Mad About Minibeasts Superworm We're Going on a Bear Hunt The Way Back Home How to Catch a Star The Koala Who Could I Am Enough Last Stop on Market Street **Traditional Tales** Little Red Riding Hood 3 Billy Goats Gruff **Nursery Rhymes and Songs** Old MacDonald Had a Farm The Wheels on the Bus I'm a Little Teapot Humpty Dumpty

Personal, Social and Emotional.	**Self-Regulation** Children will settle into school by building confidence, communicating their needs and feelings, and expressing their ideas. **Managing Self** Children will become familiar with the school environment, daily routines and expectations, learning how to make positive choices and follow class rules. **Building Relationships** Children will get to know the adults and other children in their class, develop positive friendships, and learn how to work and play together.	**Self-Regulation** Children will develop their understanding of emotions, talk confidently about their needs, wants and opinions, and begin to solve problems and manage disagreements. **Managing Self** Children will become more independent in following routines and learn how to keep themselves healthy through healthy eating, good hygiene and physical wellbeing. **Building Relationships** Children will listen and respond to others, learn to compromise, resolve conflicts, and work cooperatively with their peers.	**Self-Regulation** Children will show increasing confidence, consider the needs and feelings of others, resolve problems collaboratively, and demonstrate resilience when faced with challenges. **Managing Self** Children will confidently make independent choices, recognise their own strengths, and take increasing responsibility for their learning and behaviour. **Building Relationships** Children will value and celebrate differences, show empathy and respect for others, and build positive relationships through cooperation and kindness.
Expressive Arts and Design **Creating with materials** **Being imaginative and expressive**	Building up a repertoire of songs and rhymes and use instruments to accompany them. Using a wide range of materials and tools to work creatively and selecting resources independently. Developing basic scissor skills Creating things using salt dough and malleable materials Colour mixing Self portraits Taking on roles in small world play. Christmas play—developing knowledge of the Christmas story through music, dance and drama. **Inspired by Vincent Van Gogh and Andy Goldsworthy**	Using instruments to express ideas and feelings and developing understanding of pulse and rhythm. Using a wide range of construction materials and tools and encouraging an appropriate selection of resources and techniques. Creating things with moving parts Using junk modelling to create landmarks Expressing ourselves through dance, music and role-play. Further improving our scissor skills to cut intricately. Using paint and other media to make more detailed art work. Using different media to make papier mâché models. **Inspired by Kandinsky**	Using previous experience and knowledge to develop observational skills to create detailed representations of events, people and objects. Creating art work using natural objects Using a wide range of techniques to represent their ideas and feelings through art, music, dance and role-play. Using construction materials to follow instructions that are more complex and to encourage imagination and creativity. Using self-expression and interpretation of ideas through dance, music and role-play. **Inspired by Judith Ann Braun**
Music Charanga	**Reception Unit 1 Chant to the Animals** Learning Objectives 1. Explore and learn chants that tell a story. 2. Know that a chant uses speaking voices musically. **Reception Unit 2 Creative moves** Learning Objectives 1. Find and move to the beat. 2. Move creatively, expressively and with control.	**Reception Unit 3 Lilting Lullabies** Learning Objectives 1. Pitch match with accuracy when singing. 2. Feel the lilt of a 2–3 pattern of beats in music with five beats. **Reception Unit 4 Number Time** Learning Objectives 1. Sing with expression. 2. Hear, draw and sing melody shapes.	**Reception Unit 5 Wellbeing Matters** Learning Objectives 1.Learn to explore and share emotions. 2. Follow a leader to play loudly and quietly. **Reception Unit 6 Rhythm Adventure** Learning Objectives 1. Sing songs rhythmically. 2. Combine words to compose rhythms.

Communication and Language **Listening, attention and understanding.** **Speaking**	Listening carefully to what is being said, Understanding what something means and how they should respond Making conversations. Using an appropriate response or comment and beginning to ask questions. Learning and using new vocabulary. Expressing a point of view.	Listening carefully, maintaining attention and concentrating on an activity. Understanding instructions and following them through effectively. Holding lengthy, 2-way conversations. Speaking in full sentences about what we are learning and sticking to a theme / idea. Asking relevant questions. Using vocabulary that we learn from books.	Listening and responding while we are doing. To sustain concentration and maintain focus. Understanding the importance of asking questions and answering questions appropriately. Applying knowledge and skills across the curriculum- thinking for ourselves. Speaking about relevant subjects using past, present and future tenses correctly. Speaking clearly and confidently. Confidently explaining why things happen using new vocabulary.

Physical Development **Gross Motor** **Fine Motor**	Using a wide range of materials and resources to develop their control and effective use. Look at how our body moves and how to develop balance and control. Using outdoor equipment, the outdoor environment and the hall to develop control and safe use of space. Establishing toilet and hand washing routines, and concentrating on getting changed into PE kits. Understanding good practice in relation to exercise, eating, sleeping, hygiene and oral health care. We will encourage the children to dress and undress independently. Thinking about safety in relation to movements and objects. Bean Bag Skills (Invasion) Ball skills at the Zoo (Invasion) Gymnastics(Balance)	Continuing to use a wide range of materials and resources to develop fine motor control and effective use of tools. Exploring dance and responses to music. Talking in detail about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen time' and having a good sleep routine Learning how to be a safe pedestrian. Fun Games with Friends (Outdoor Adventure) Dance Fictional Characters – Julia Donaldson Bats and Balls at the Circus (Net Games) Gymnastics – Stretching Shapes	Developing the use of a wide range of materials and resources to enable children to develop their control and effective use of tools. Learning gymnastic shapes. Handling apparatus including a range of throwing equipment with care and precision. Thinking about balance and control of more complex movements. Developing control of objects and equipment. Fun with quoits and cones (Athletics) Turn taking on Holidays (Strike and Field)

Understanding the World	**People, Culture and Communities** Children will talk about their family and familiar people, become confident with school routines, and learn that people have different beliefs and celebrate special occasions, such as Diwali, in different ways. **The Natural World** Children will explore natural and man-made materials, observe the signs of autumn and seasonal changes, learn about different animals and insects, and investigate our local area using simple maps and globes. **Past and Present** Children will sequence daily routines and familiar events, explore stories and events from the past, such as Guy Fawkes and Remembrance, talk about their own families, and learn how people change and grow from babies into adults. **Technology** Using computers and iPads to play games and access the internet to find out information. Using photographs to record, discuss and develop activities. Helping the children to complete simple programs using Bee bots. Using programmable toys to encourage the children to plan and map routes.	**People, Culture and Communities** Children will learn how people celebrate and come together, explore traditions such as Lunar New Year, celebrate diversity, learn to treat others with respect, and explore the People Who Help Us topic by finding out about different jobs in the community and careers they might like in the future. **The Natural World** Children will explore everyday materials using their senses, observe the changes from winter to spring, investigate melting and freezing, learn about hibernating and nocturnal animals, explore pushes and pulls, begin learning about life cycles, use simple maps, investigate their surroundings, discover landmarks in other places, and explore the Space **topic.** **Past and Present** Through the Space and People Who Help Us topics, children will compare characters from stories and learn about significant people from the past, including Neil Armstrong, Mae Jemison, Florence Nightingale and Mary Seacole, and begin to understand why they are remembered today. **Technology** Continuing to use computers and iPads to complete simple programs and access the internet to find out information. Thinking about and discussing how technology is used daily in the home - washing machines, cookers etc. Helping the children to record their work through photographs.	**People, Culture and Communities** Children will talk about places they have visited with their families, share their experiences of holidays and days out, and learn how people celebrate and come together in different ways. **The Natural World** Children will explore the changing environment and the signs of summer, learn how seasons affect what we wear and do, investigate living and non-living things, grow plants and observe life cycles, explore different habitats and environments, and compare life in this country with life in other countries. **Past and Present** Children will compare characters from stories, learn about figures from the past, and explore how people, plants and other living things grow and change over time. **Technology** Children will continue to use computers and iPads to play educational games, research information, take photographs and videos, and use simple drawing programs to develop their mouse control.
Digital Literacy	**Self- image and identity** **Online relationships Online Reputation**	**Online Bullying Managing Online Information**	**Health, well-being and lifestyle Privacy and security** **Copyright and ownership**
Religious Education	**I am Special (EYFS 1)** **Harvest (EYFS 2) Christmas (EYFS 4)** Courageous Advocacy Opportunity- Perform a Christmas song and make Christmas cards for local home Community Engagement	**Special Places (EYFS 9) Easter (EYFS 7)** Courageous Advocacy Opportunity- Bird Feeders	**Special Times (EYFS 11) Special People (EYFS 3)** Courageous Advocacy Opportunity- Recycling - Looking after the oceans