













## Reception Long Term Plan

	Term 1		Term 2		Term 3	
<b>Topic Focus</b>	<b>Me &amp; my community</b>  <b>Exploring Autumn</b> 	<b>Once upon a time</b>  <b>Sparkle &amp; Shine</b> 	<b>Starry Night</b>  <b>Winter Wonderland</b> 	<b>Dangerous dinosaurs</b>  <b>Puddles &amp; Rainbows</b> 	<b>Sunshine &amp; Sunflowers</b>  <b>Shadows &amp; Reflections</b> 	<b>Big, Wide World</b>  <b>Splash!</b> 
<b>Story focus</b>	<p><i>Once there were giants</i> – Martin Waddell  <i>Families, families, families</i> – Suzanne Lang  <i>Lost &amp; found</i> – Oliver Jeffers  <i>I am absolutely too small for school</i> – Lauren Child  <i>The Rainbow Fish</i> – Marcus Pfister  <i>The Bumblebear</i> – Nadia Shireen  <i>Enemy Pie</i> – Derek Munson            Colin &amp; Lee, Carrot &amp; Pea – Morag Hood  <i>Emergency!</i> – Margaret Mayo  <i>Leaf man</i> – Lois Ehlert  <i>The Leaf Thief</i> – Alice Hemming  <i>Pumpkin Soup</i> – Helen Cooper  <i>Bear snores on</i> – Karma Wilson</p>	<p>Traditional tales  <i>Little red riding hood, Goldilocks and the three bears, The three little pigs, The three billy goats gruff</i></p> <p><i>There is no dragon in this story</i> – Lou Carter  <i>The great fairytale disaster</i> – David Conway  <i>The three little wolves and the big bad pig</i> – Eugene Trivizas  <i>Little red and the very hungry lion</i> – Alex T Smith  <i>Billy and the beast</i> – Nadia Shireen  <i>Little glow</i> – Katie Sahota  <i>The Jolly Christmas postman</i> – Janet &amp; Allen Ahlberg  <i>The story of Hannukah</i> – David A. Adler            Ramadan – celebrate the world – Hannah Eliot</p>	<p><i>Peace at last</i> – Jill Murphy  <i>Whatever Next!</i> – Jill Murphy  <i>Owl babies</i> – Martin Waddell  <i>Can't you sleep little bear?</i> – Martin Waddell  <i>How to catch a star</i> – Oliver Jeffers  <i>The Gruffalo's child</i> – Julia Donaldson  <i>The way back home</i> – Oliver Jeffers  <i>See inside space</i> – Katie Daynes  <i>Astro girl</i> – Ken Wilson-Max  <i>Snow is my favourite and my best</i> – Lauren child  <i>A dot in the snow</i> – Corrinne Averiss  <i>Winter sleep: A hibernation story</i> – Sean Taylor &amp; Alex Morss</p>	<p><i>The girl and the dinosaur</i> – Hollie Hughes  <i>Cave baby</i> – Julia Donaldson  <i>Dear Dinosaur</i> – Chae Strathie  <i>Tyrannosaurus drip</i> – Julia Donaldson  <i>The big dinosaur dig</i> – Esther Ripley  <i>Stomp, chomp, big roars, here come the dinosaurs</i> – Kaye Umansky            Dinosaur non fiction  <i>Puddling!</i> – Emma Perry  <i>Errol's garden</i> – Gillian Hibbs  <i>The day the crayons quit</i> – Drew daywalt  <i>Brown bear, brown bear, what do you see?</i> – Eric Carle</p>	<p><i>How does a butterfly grow?</i> – DK  <i>The tiny seed</i> – Eric Carle  <i>The secret sky garden</i> – Linda Sarah  <i>The very hungry caterpillar</i> – Eric carle  <i>The crunching, munching caterpillar</i> – Sheridan Cain  <i>My butterfly Bouquet</i> – Nicola davies  <i>The little gardener</i> – Emily Hughes  <i>Little echo</i> – Al Rodin  <i>Little beaver and the echo</i> – Amy Macdonald  <i>Day monkey, Night monkey</i> – Julia Donaldson</p>	<p><i>All are welcome</i> – Alexandra Penfold  <i>Our world</i> – A first book of geography – Sue Lowell gallion  <i>Fatou fetch the water</i> – Neil Griffiths  <i>Don't spill the milk</i> – Christopher corr  <i>Mama Panya's pancakes</i> – Mary and rich Chamberlin  <i>Penguin on holiday</i> – Salina yoon  <i>Under the same sky</i> – Britta Teckentrup            Anna hibiscus's song – Atinuke  <i>David Attenborough – little people big dreams</i>  <i>Little turtle and the sea</i> – Becky davies  <i>The duck who didn't like water</i> – Steve Small  <i>Commotion in the ocean</i> – Giles Andrae  <i>Water</i> – Frank Asch</p>

<b>Communication and Language</b>	Nursery rhyme challenge	Retelling and sequencing stories	Discussing characters and settings	Developing vocabulary	Using adjectives to describe	Making comparisons
<b>Personal, Social and Emotional Development</b>	<b>Jigsaw</b> – Being me in my community	<b>Jigsaw</b> – Celebrating Difference	<b>Jigsaw</b> – Dreams and Goals	<b>Jigsaw</b> – Healthy Me	<b>Jigsaw</b> - Relationships	Moving On <b>Jigsaw</b> – Changing Me
<b>Physical Development</b>	Dance	Gymnastics	Dance	Gymnastics	Games	Games
<b>Phonics</b>	<u>Set 1 sounds</u> Learn to link set 1 sounds to letters. Form these letters correctly using the formation rhymes to support. Blend CV and CVC words. Identify and write the first sound in words. Begin writing CVC words.	Confirmation after RWI training as to progression overview				Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<b>Literacy</b>	Write their first name without a reference; orally compose a sentence; spell words by identifying the sounds and then writing the sound with letter/s., write the correct initial sounds of words; write the correct initial sounds of words / write CVC words using the sounds they have been taught.		Spell words by identifying the sounds and then writing the sound with letter/s; write CVC/ CCVC/CVCC words using the sounds they have been taught; create a simple narrative using vocabulary introduced through a text.; form lower-case and capital letters correctly; write short sentences with words with known letter-sound correspondences using a capital letter and full stop.		Spell words by identifying the sounds and then writing the sound with letter/s.; write short sentences with words with known letter-sound correspondences using a capital letter and full stop; re-read what they have written to check that it makes sense; form lower-case and capital letters correctly.	
<b>Mastering Number</b>	Subitising within 3 Focus on counting skills Explore how all numbers are made of 1s Composition of 3 and 4 Subitise objects and sounds Comparison of sets – just by looking Use the language of comparison ‘more than’ and ‘fewer than’	Comparison of sets – by matching Use the language of comparison: more than, fewer than, an equal number. Explore the concept of ‘whole’ and ‘part’. Focus on the composition of 3, 4 and 5. Focus on counting skills, the ‘five-ness of 5’ using one hand and the die pattern for 5. Match numerals to	Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the ‘staircase’ pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as ‘5 and a bit’ Compare sets and use language of comparison: <i>more</i>	Focus on the ‘staircase’ pattern and ordering numbers Focus on ordering of numbers to 8 Use language of <i>less than</i> Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes	Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – ‘5 and a bit’ Composition - of 10 Comparison – linked to ordinality Play track games	Subitise to 5 Introduce the Rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting

		quantities within 10. Verbal counting beyond 20.	<i>than, fewer than, an equal number to</i> Make unequal sets equal	- odd and even numbers		
<b>Mathematics (SSM)</b>	Autumn <b>White Rose</b>		Spring <b>White Rose</b>		Summer <b>White Rose</b>	
<b>Understanding the World</b>	Exploring Autumn – changes in seasons	Celebrations	Winter – changes in seasons Day & night	Dinosaurs Animal features Natural phenomena	Plants Light & reflection <b>Caterpillars</b>	The world Animals, habitats & climate States of water
<b>Expressive Arts and Design</b>	Self Portraits – colour mixing Famous artists – Circles, Kandinsky	Exploring malleable materials – clay diwa lamps Role play to retell well known stories	Famous artists – Starry night, Van Gogh Exploring different materials – chalk and pastels	Moving parts – using split pins to join	Observational drawing	Collage & exploring materials
<b>Music (Charanga)</b>	Me!	My stories	Everyone!	Our world	Big bear funk	Reflect, rewind & replay
<b>Religious Education</b>	<b>Jigsaw – Special people</b> What makes people special?	<b>Jigsaw – Christianity concept – Christmas (Incarnation):</b> What is Christmas?	<b>Jigsaw – Celebrations in different cultures and world views</b> How do people celebrate?	<b>Jigsaw – Christianity concept – Easter (Salvation):</b> What is Easter?	<b>Jigsaw – Stories</b> What can we learn from stories?	<b>Jigsaw – Special places</b> What makes places special?
<b>Computing</b>	<b>Purple mash</b> - Mini mash, interacting with age appropriate software, programming toys (Bee bots), using technology – cameras, ipads					