

Reception Long-Term Planning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sub-topics to be chosen following the children's interests.						
Season	AUTUMN	WINTER	WINTER	SPRING	SPRING	SUMMER
Weather	Windy, Sunny, Rain, cloudy	Windy, cloudy, foggy, sleet	Snow, foggy, rain, hail	Sunny, misty, cloudy	Sunny, windy, rain	Sunny, thunder
Key Texts	<ul style="list-style-type: none"> ● Harry and His Bucketful of Dinosaurs – Starting School ● Funny Bones ● Titch ● The Hungry Caterpillar ● We're going on a bear hunt ● Dear Zoo ● Where's spot ● Monkey Puzzle ● Non-Fiction Harvest ● Elmers ● Weather ● Kippers rainy Day 	<ul style="list-style-type: none"> ● Handa's Surprise ● Beautiful Bananas ● Winnie the Witch ● Room on the Broom ● Father Christmas Needs a Wee ● The Jolly Christmas Postman ● Christmas Story/Nativity ● Diwali ● The Gruffalo ● Kippers Year in pictures ● One snowy Night ● Kippers windy day 	<ul style="list-style-type: none"> ● Harry and his Bucketful of Dinosaurs ● Aliens Love Dinopants ● Tyrannosaurus Drip ● Non-Fiction Dinosaur books ● Cave Baby ● We're going on a bear hunt ● Guess how much I love you ● Non fiction Weather/season books ● The Gruffalos Child ● Stick man 	<ul style="list-style-type: none"> ● Owl Babies ● Monkey Puzzle ● Non-Fiction Growing things ● Oliver's Vegetables ● Night Monkey ● Day Monkey ● Kipper's Beanstalk ● Ten Little Seeds ● From Seed to Sunflower ● Eddie's Garden ● Sleeping Beauty ● Three Little Pigs ● Kippers Sunny Day ● The Easter Story 	<ul style="list-style-type: none"> ● Oliver's Vegetables ● Oliver's Fruit Salad ● Kipper's Beanstalk ● Ten Little Seeds ● From Seed to Sunflower ● Eddie's Garden ● SuperTato ● The tiger who came to tea ● Tiddler ● The Little Red Hen 	<ul style="list-style-type: none"> ● The Fish who Could Wish ● The Singing Mermaid ● The Rainbow Fish ● Sharing a Shell ● Commotion in the Ocean ● Handas Surprise ● The snail and the whale ● Jack and the Beanstalk ● Eid ● The Day the Crayons Quit ● What the ladybird heard at the seaside ● Sharing a shell ● Non-Fiction Summer

<p>Key Songs alongside Charanga Songs (see pages 7-9)</p>	<p>Songs:</p> <ul style="list-style-type: none"> • If You're Happy and you Know It • Heads, Shoulders, Knees and Toes • One Finger, One Thumb • Goodbye Song • Big red combine Harvester 	<p>Songs:</p> <ul style="list-style-type: none"> • Christmas Songs (songs linked to Nativity) • Dem Bones Song • Incy Wincy Spider • Five Little Pumkins 	<p>Songs:</p> <ul style="list-style-type: none"> • Dinosaurs (BBC Nursery Rhymes) • 10 Little Dinosaurs • Dinosaur Songs • Never Smile at a Crocodile • Dinosaur Movement Song 	<p>Songs:</p> <ul style="list-style-type: none"> • Little Peter Rabbit • Old McDonald had a Farm • Five Monkeys • Down in the Jungle • The Animal Fayre 	<p>Songs:</p> <ul style="list-style-type: none"> • I Dig my Garden (Singing Hands) • In My Little Garden • Little Peter Rabbit • Wiggly Woo 	<p>Songs:</p> <ul style="list-style-type: none"> • Oh I do Like to be Beside the Seaside • Mary, Mary, Quite Contrary • Seaside Songs
<p>Mathematics (See Page 3)</p>	<p>HfL Reception Essential maths:</p> <p>Sequence 1 Subitising equivalence, more or less</p> <p>Sequence 2 Counting and stable order</p>	<p>HfL Reception Essential maths:</p> <p>Sequence 3 Comparison</p> <p>Sequence 4 Pattern recognition</p> <p>Sequence 5 Classification</p>	<p>HfL Reception Essential maths:</p> <p>Sequence 6 Counting, cardinality</p> <p>Sequence 7 Using counting to compare</p> <p>Sequence 8 Spatial thinking</p>	<p>HfL Reception Essential maths:</p> <p>Sequence 9 Magnitude ordering and estimating</p> <p>Sequence 10 Regrouping the whole</p> <p>Sequence 11 Regrouping parts to find the total</p>	<p>HfL Reception Essential maths:</p> <p>Sequence 12 Finding the whole and missing parts</p> <p>Sequence 13 Ten and some more</p> <p>Sequence 14 Doubling and halving</p>	<p>HfL Reception Essential maths:</p> <p>Sequence 14 Doubling and halving</p> <p>Sequence 15 Odd and Even</p> <p>Sequence 16 Counting beyond 20</p>
<p>Literacy</p>	<p>Recognise simple repeatable story structures e.g. Once upon a time</p> <p>Join in with repeated phrases, recognising a character is speaking.</p> <p>Re-tell familiar stories</p> <p>Make predictions about story events and endings</p> <p>What is an author, parts of the book.</p>	<p>Recount events in their own life.</p> <p>Break the flow of speech into words.</p> <p>Write own name</p> <p>Give oral explanations of why or how they can persuade or be persuaded.</p> <p>Join in with class rhymes and poems.</p>	<p>Look carefully at experiences and choose words to describe.</p> <p>Describe characters from books.</p> <p>Describe settings.</p> <p>Use simple imperative verbs to persuade e.g. creating written rules.</p>	<p>Write labels and captions on simple diagrams.</p> <p>Know that a sentence tells a whole idea and makes sense</p> <p>Enjoy making up funny sentences.</p> <p>Write simple sentences that can be read by themselves</p> <p>Attempt own writing for various purposes.</p>	<p>Attempt to write short sentences in meaningful context e.g. I saw...</p> <p>Write short stories and be aware of the listener.</p> <p>Write sentences to match pictures.</p> <p>Communicate opinions through simple written sentences e.g. I hope, I like.</p> <p>Writes rhyming pairs of words.</p>	<p>Write simple sentences that can be read by others.</p> <p>Write a simple recount.</p> <p>Use imperative verbs in writing e.g. put, get</p> <p>Write sentences to give information. E.g. a fact file.</p>
<p>Phonics (see pages 4-5)</p>	<p>Unit 1, 2</p>	<p>3, 4, 5</p>	<p>6, 7 HFW Focus</p> <p>A, all, am, and, are, Mum</p> <p>Dad, dog, day, for, the, I</p>	<p>8, 9, HFW Focus</p> <p>At, away, big, can, cat</p> <p>Get, go, going, he, she</p> <p>In, is, it, like, look</p>	<p>10, 11 HFW Focus</p> <p>In, is, it, like, look</p> <p>Me, my, no, of, to</p> <p>On, play, said, see</p>	<p>Recapping, tricky words</p> <p>They, this, up</p>
<p>Celebrations and Festivals</p>	<ul style="list-style-type: none"> • Harvest Festival/Christianity 	<ul style="list-style-type: none"> • Halloween • Remembrance Day • Bonfire Night 	<ul style="list-style-type: none"> • Chinese New Year • Shrove Tuesday • Valentine's Day 	<ul style="list-style-type: none"> • Easter • Mother's Day 	<ul style="list-style-type: none"> • Platinum Jubilee 	<ul style="list-style-type: none"> • Father's Day • Eid

	<ul style="list-style-type: none"> Class Birthdays 	<ul style="list-style-type: none"> Diwali Christmas Hannukah 				
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Reception ESSENTIALmaths

Overview

Sequence	Title	Focus
RLS1	Subitising (including equivalence, more and less)	Subitising numbers up to 5; recognising the amount without counting
RLS2	Counting Skills (stable order and one to one correspondence)	Counting reliably, using number names in order and one to one correspondence
RLS3	Comparison – Measures	Comparing objects by length, thickness and weight/mass, using appropriate language to describe and order them
RLS4	Pattern Recognition	Noticing, describing and extending patterns, including thinking about what part is the repeating unit
RLS5	Classification	Classifying (grouping) objects using given criteria and their own ideas and thinking about the groups after classification
RLS6	Counting the Sort (including cardinality)	Counting a set of items accurately, saying how many are in the set and comparing this to the amount in other sets
RLS7	Using Counting to Compare	Using counting to compare and finding a precise numerical difference in sets of objects in varied contexts
RLS8	Spatial Thinking	Developing spatial thinking and spatial language linked to position and direction, in movements and using symbols
RLS9	Magnitude – Ordering and Estimating	Knowing the position of numbers 0-10 and the relationship to other numbers, including whether they are close to 0, 5 or 10
RLS10	Regrouping the Whole	Developing a deeper understanding that numbers are made up of other numbers and beginning to rehearse number bonds
RLS11	Regrouping parts to find the total (the whole)	Combining parts to make a whole and using the part, whole model to develop an understanding of addition
RLS12	Finding the whole and missing parts	Exploring what to do when something is missing in a part, whole model; making links to subtraction and finding the difference
RLS13	Ten and Some More	Counting confidently to 20, focusing on the numbers 10 – 20, and finding one more and one less than a number
RLS14	Doubling and Halving	Exploring doubling and halving, including solving problems involving doubling and halving
RLS15	Odd and Even	Understanding that numbers are either odd or even, looking at their 'shape' and whether they share fairly into two groups
RLS16	Counting Beyond 20	Counting beyond 20, recognising the pattern of the counting system, exploring the value of tens and ones in numbers

Phase 2

Unit	Sessions
1	<ul style="list-style-type: none"> Phoneme /s/ written as 's' Phoneme /a/ written as 'a' Phoneme /t/ written as 't' Phoneme /p/ written as 'p' Phonemes /s/, /a/, /t/, /p/ written as 's', 'a', 't', 'p'
2	<ul style="list-style-type: none"> Phoneme /i/ written as 'i' Phoneme /n/ written as 'n' Phoneme /m/ written as 'm' Phoneme /d/ written as 'd' Language session
3	<ul style="list-style-type: none"> Phoneme /g/ written as 'g' Phoneme /o/ written as 'o' Phoneme /c/ written as 'c' Phoneme /c/ written as 'k' Language session

Phase 3

Unit	Sessions
6	<ul style="list-style-type: none"> Phoneme /j/ written as 'j' Phoneme /v/ written as 'v' Phoneme /w/ written as 'w' Phoneme /x/ written as 'x' Language session
7	<ul style="list-style-type: none"> Phoneme /y/ written as 'y' Phoneme /z/ written as 'z' and 'zz' Phoneme /qu/ written as 'qu' Language session
8	<ul style="list-style-type: none"> Phoneme /ch/ written as 'ch' Phoneme /sh/ written as 'sh' Phoneme /th/ written as 'th' Phoneme /ng/ written as 'ng' Language session

Phase 4

Unit	Sessions
12	<ul style="list-style-type: none"> Adjacent consonants (cvcc) Language session 1 Adjacent consonants (ccvc) Language session 2 Adjacent consonants (ccvc/ccvc/ccvc) Language session 3



4	<ul style="list-style-type: none"> • Phoneme /c/ written as 'ck' • Phoneme /e/ written as 'e' • Phoneme /u/ written as 'u' • Phoneme /r/ written as 'r' • Language session 	<p>9</p> <ul style="list-style-type: none"> • Phoneme /ai/ written as 'ai' • Phoneme /ee/ written as 'ee' • Phoneme /igh/ written as 'igh' • Phoneme /oa/ written as 'oa' • Phoneme /oo/ (long) written as 'oo' • Phoneme /oo/ (short) written as 'oo' • Language session
5	<ul style="list-style-type: none"> • Phoneme /h/ written as 'h' • Phoneme /b/ written as 'b' • Phoneme /f/ written as 'f' and 'ff' • Phoneme /l/ written as 'l' and 'll' • Phoneme /s/ written as 'ss' • Language session 	<p>10</p> <ul style="list-style-type: none"> • Phoneme /ar/ written as 'ar' • Phoneme /or/ written as 'or' • Phoneme /ur/ written as 'ur' • Phoneme /ow/ written as 'ow' • Phoneme /oi/ written as 'oi' • Language session
		<p>11</p> <ul style="list-style-type: none"> • Phoneme /ear/ written as 'ear' • Phoneme /air/ written as 'air' • Phoneme /ure/ written as 'ure' • Phoneme /ur/ written as 'er' • Language session



School PE curriculum

See the below for an overview of the progression of skills, experiences and developments within each topic. We have also included the year [groups](#), termly topic/theme which can be used for a possible line of enquiry for cross curricular links.

Early Years Foundation stage overview

We recognise that PE and sport can positively impact the EYFS prime and specific area of learning and development. Whilst EYFS do not have to do PE, we value the role PE can play within their development and have implemented the below overview to achieved specific early learning goals:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Fundamental movement skills	Ball/multi skills	Movement to music	Gymnastics	Ball/Multi Skills	Fundamental movements skills

The above topics will help support/achieve the below early learning goals:

Physical development: Moving and handling: Early Learning Goal Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Physical Development: Health and Self-Care: Early Learning Goal Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, [Social](#) and emotional development: Self- Confidence and self-awareness: Early Learning Goal Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas,

and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Expressive arts and design: being imaginative Early Learning Goal Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.



Knowledge & Skills – Year R

Unit	1	2	3	4	5	6
Title	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind & Replay
Main Songs	Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Cross-curricular / topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					

Listen and Respond

Knowledge	Skills
<ul style="list-style-type: none">• To know twenty nursery rhymes off by heart.• To know the stories of some of the nursery rhymes.	<ul style="list-style-type: none">• To learn that music can touch your feelings.• To enjoy moving to music by dancing, marching, being animals or Pop stars.

Explore and Create (Musical Activities)

Knowledge	Skills
<ul style="list-style-type: none"> • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. 	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:</p> <ul style="list-style-type: none"> • Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. • Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s. • Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. • Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. • Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.

Singing

Knowledge	Skills
<ul style="list-style-type: none"> ● To sing or rap nursery rhymes and simple songs from memory. ● Songs have sections. 	<ul style="list-style-type: none"> ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track.

Share and Perform

Knowledge	Skills
<ul style="list-style-type: none"> ● A performance is sharing music. 	<ul style="list-style-type: none"> ● Perform any of the nursery rhymes by singing and adding actions or dance. ● Perform any nursery rhymes or songs adding a simple instrumental part. ● Record the performance to talk about.