


<b><u>Reception Long-Term Planning</u></b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b> 	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b> Sub-topics to be chosen following the children's interests.	<b>Ourselves</b>	<b>Africa</b>	<b>Dinosaurs</b>	<b>Animals and their Babies</b>	<b>Plant growth</b>	<b>The seaside</b>
<b>Literacy Comprehension</b>  Children will develop their comprehension of stories through these sessions. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems. Class Teacher to choose stories based upon children's interests.	<ul style="list-style-type: none"> <li>• Harry and His Bucketful of Dinosaurs – Starting School</li> <li>• Funny Bones</li> <li>• Titch</li> </ul> <p>Songs:</p> <ul style="list-style-type: none"> <li>• If You're Happy and you Know It</li> <li>• Heads, Shoulders, Knees and Toes</li> <li>• One Finger, One Thumb</li> <li>• Goodbye Song</li> <li>• Monster Phonics songs</li> </ul> <p>ICT Purple Mash: Talking Stories</p>	<ul style="list-style-type: none"> <li>• Handa's Surprise</li> <li>• Handa's Hen</li> <li>• Beautiful Bananas</li> <li>• Winnie the Witch</li> <li>• Room on the Broom</li> <li>• Father Christmas Needs a Wee</li> <li>• The Jolly Christmas Postman</li> <li>• The Christmas Story/Nativity</li> </ul> <p>Songs:</p> <ul style="list-style-type: none"> <li>• Christmas Songs (songs linked to Nativity)</li> <li>• Dem Bones Song</li> <li>• Monster Phonics songs</li> <li>• Incy Wincy Spider</li> </ul> <p>ICT Purple Mash: Mashcams</p>	<ul style="list-style-type: none"> <li>• Harry and his Bucketful of Dinosaurs</li> <li>• Aliens Love Dinopants</li> <li>• Tyrannosaurus Drip</li> <li>• Non-Fiction Dinosaur books</li> <li>• Cave Baby</li> </ul> <p>Songs:</p> <ul style="list-style-type: none"> <li>• Dinosaurs (BBC Nursery Rhymes)</li> <li>• 10 Little Dinosaurs</li> <li>• Dinosaur Songs</li> <li>• Never Smile at a Crocodile</li> <li>• Dinosaur Movement Song</li> <li>• Monster Phonics songs</li> </ul>	<ul style="list-style-type: none"> <li>• Owl Babies</li> <li>• Monkey Puzzle</li> <li>• Growing Frogs</li> <li>• Oliver's Vegetables</li> <li>• Oliver's Fruit Salad</li> <li>• Night Monkey</li> <li>• Day Monkey</li> <li>• Kipper's Beanstalk</li> <li>• Ten Little Seeds</li> <li>• From Seed to Sunflower</li> <li>• Eddie's Garden</li> <li>• Songs:</li> <li>• I Dig my Garden (Singing Hands)</li> <li>• In My Little Garden</li> <li>• Little Peter Rabbit</li> <li>• Old McDonald had a Farm</li> <li>• Five Monkeys</li> <li>• Down in the Jungle</li> <li>• The Animal Fayre</li> </ul>	<ul style="list-style-type: none"> <li>• Oliver's Vegetables</li> <li>• Oliver's Fruit Salad</li> <li>• Kipper's Beanstalk</li> <li>• Ten Little Seeds</li> <li>• From Seed to Sunflower</li> <li>• Eddie's Garden</li> <li>• Songs:</li> <li>• I Dig my Garden (Singing Hands)</li> <li>• In My Little Garden</li> <li>• Little Peter Rabbit</li> <li>• Wiggly Woo</li> </ul>	<ul style="list-style-type: none"> <li>• The Fish who Could Wish</li> <li>• The Singing Mermaid</li> <li>• The Rainbow Fish</li> <li>• Sharing a Shell</li> <li>• Commotion in the Ocean</li> </ul> <p>Songs:</p> <ul style="list-style-type: none"> <li>• Oh I do Like to be Beside the Seaside</li> <li>• Mary, Mary, Quite Contrary</li> <li>• Seaside Songs</li> </ul>
<b>Literacy Word reading Phonics</b>  The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Monster Phonics Term 1– Phase 2 Phoneme/grapheme correspondence Blending and Segmenting words using taught letters	Monster Phonics Term 1– Phase 2 Phoneme/grapheme correspondence Blending and Segmenting words using taught letters	Monster Phonics Term 2– Phase 3 Phoneme/grapheme correspondence Blending and Segmenting words using taught letters	Monster Phonics Term 2– Phase 3 Phoneme/grapheme correspondence Blending and Segmenting words using taught letters	Monster Phonics Term 3– Phase 3 Phoneme/grapheme correspondence Blending and Segmenting words using taught letters	Monster Phonics Term 3– Recapping Phoneme/grapheme correspondence Blending and Segmenting words Introducing Phase 4 sounds
<b>Literacy Writing</b> The children will learn to write recognisable letters, most of which	Handwriting Name Writing Labels	<ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Name Writing</li> <li>• Labels</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Name Writing</li> <li>• Labels</li> <li>• Simple Sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Name Writing</li> <li>• Labels</li> <li>• Simple Sentence</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Name Writing</li> <li>• Labels</li> <li>• Simple Sentences</li> <li>• Instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting</li> <li>• Name Writing</li> <li>• Labels</li> <li>• Simple Sentences</li> <li>• Instructions</li> </ul>

<p>are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p>			<p>ICT Purple Mash: 2 create a story</p>		<ul style="list-style-type: none"> <li>• Narrative/Recount</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative/Recount</li> </ul>
<p><b>Mathematics</b> <b>Number</b> <b>Numerical Patterns</b></p> <p>The children will acquire a deep understanding of number to 10. They will learn about the composition of each number. They will learn to subitise (recognise quantities without counting) to five. They will automatically recall number bonds up to five and some number bonds to 10, including double facts. The children will learn to count verbally beyond 20, recognising the pattern of the counting system. They will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. The children will explore and represent patterns with numbers up to 10, including odds and evens, double facts and how quantities can be distributed evenly.</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>Sequence 3 Comparison</p> <p>Sequence 4 Pattern recognition</p>	<p>HfL Reception Essential maths:</p> <p>Sequence 5 Classification</p> <p>Sequence 6 Counting, cardinality</p> <p>Sequence 7 Using counting to compare</p>	<p>HfL Reception Essential maths:</p> <p>Sequence 8 Spatial thinking</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>ICT Purple Mash: Maths City 1</p>	<p>HfL Reception Essential maths:</p> <p>Sequence 15 Odd and Even</p> <p>Sequence 16 Counting beyond 20</p>	<p>HfL Reception Essential maths:</p> <p>Recapping and consolidation knowledge</p>
<p><b>Understanding the World</b></p> <p><b>People, Culture and Communities</b></p> <p><b>The Natural World</b> <b>Past and Present</b></p>	<p>The children will begin to understand some important processes and changes in the natural world around them, including the seasons. The children will learn about their bodies and</p>	<p>The children will begin to explain some similarities and differences between life in this country and life in other countries (Africa), drawing on knowledge from stories, nonfiction texts and maps. They will</p>	<p>The children will explore the natural world around them, making observations and drawing pictures of animals and plants. They will become aware that dinosaurs were once alive but are now extinct. They</p>	<p>The children will begin to explain some similarities and differences between life in this country and life in other countries (Africa), drawing on knowledge from stories, nonfiction texts and maps. They will explore the natural world around</p>	<p>The children will explore the natural world around them, making observations and drawing pictures of plants. They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has</p>	<p>The children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (seaside holidays in the past). They will understand the past through settings, characters and events encountered in books read in class and storytelling. The children will explore the natural world around them, making observations and drawing pictures of seaside animals and seaside</p>

	<p>staying healthy. They will compare and contrast themselves to others. They will talk about the lives of the people around them and their roles in society: nurse/doctor/teacher. They will know some similarities and differences between things in the past and now (birth/toddler/child), drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Seasons</li> <li>• Families</li> <li>• Ourselves</li> <li>• Growth, Decay and Changes over time</li> <li>• Baby, Toddler, Teenager, Adult</li> <li>• Staying Healthy – School</li> <li>• Nurse/Doctor /Dentist</li> <li>• Feeling and emotions</li> </ul>	<p>explore the natural world around them, making observations and drawing pictures of animals and plants. They will begin to know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Life as an African child</li> <li>• African Animals</li> <li>• Native/Cultural traditions (drums/music)</li> </ul>	<p>will learn about similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They will understand some important processes and changes in the natural world around them, including extinction of dinosaurs.</p> <ul style="list-style-type: none"> <li>• Dinosaurs</li> <li>• Dinosaur species – Tyrannosaurus</li> <li>• Herbivores/carnivores/omnivores</li> <li>• What hatches from an egg? (linking to animals today and dinosaurs in the past – hatching)</li> <li>• Fossils</li> </ul>	<p>them, making observations and drawing pictures of animals and plants – British wild animals. They will begin to know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Domestic/Wild animals</li> <li>• Woodlands/Parks/Gardens</li> <li>• Sorting/comparing local area animals to animals from other countries (Africa)</li> <li>• Nocturnal animals</li> </ul>	<p>been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <ul style="list-style-type: none"> <li>• Plant Growth – Growing bulbs</li> <li>• Plants in the school environment and contrasting environments (Park/Nature Reserve)</li> <li>• Wildflowers and Plants</li> <li>• What do plants need to grow?</li> </ul> <p>ICT Purple Mash: Mini mashpins, mini beasts, gardening, growing. ICT Purple Mash: Mini mashpins, all about me</p>	<p>plants. They will begin to know some similarities and differences between the natural world around them and contrasting environments (Darlington to Scarborough), drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Seaside Towns (Scarborough/Darlington)</li> <li>• Sea Creatures – Rock Pools</li> <li>• Marine Life</li> <li>• Visit to Sea Life Centre</li> <li>• Seaside Holidays in the Past and Present</li> </ul>
Celebrations and Festivals	<ul style="list-style-type: none"> <li>• Harvest Festival/Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Halloween</li> <li>• Bonfire Night</li> <li>• Diwali</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Shrove Tuesday</li> <li>• Mother's Day</li> </ul>	<ul style="list-style-type: none"> <li>• Easter</li> </ul>		<ul style="list-style-type: none"> <li>• Father's Day</li> </ul>
<p>Expressive Art and Design</p> <p>Creating with Materials Being Imaginative and Expressive</p> <p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their</p>	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Self Portrait</li> <li>• Responding to Music and Songs</li> <li>• Ourselves Songs and Rhymes</li> </ul> <p>Following the Charanga Music Scheme</p>	<ul style="list-style-type: none"> <li>• Printing</li> <li>• Responding to Music and Songs</li> <li>• African Songs, Instruments and Music</li> </ul> <p>Following the Charanga Music Scheme</p>	<ul style="list-style-type: none"> <li>• Painting/Colour mixing</li> <li>• Exploring Colours</li> <li>• Responding to Music and Songs</li> <li>• Dinosaur Songs, Instruments and Music</li> <li>• Dinosaur Movement to</li> </ul>	<ul style="list-style-type: none"> <li>• Collage</li> <li>• Responding to Music and Songs</li> <li>• Animal Songs, Instruments and Music</li> </ul> <p>Following the Charanga Music Scheme</p>	<ul style="list-style-type: none"> <li>• Sculpting/junk modelling</li> <li>• Responding to Music and Songs</li> <li>• Plant Growth Songs, Instruments and Music</li> <li>• Big Bear Funk</li> </ul> <p>Following the Charanga Music Scheme</p>	<ul style="list-style-type: none"> <li>• Textiles</li> <li>• Responding to Music and Songs</li> <li>• Seaside Songs, Instruments and Music</li> </ul> <p>ICT Purple Mash: 2 paint a picture 2 beat 2 Explore</p> <p>Following the Charanga Music Scheme</p>

<p>creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives and stories with peers and their teacher. They will learn to sing a range of well-known nursery rhymes and topical songs. They will perform songs, rhymes, poems and stories with others, and try to move in time with music.</p>			<p>Following the Charanga Music Scheme</p>			
<p>Physical Development Gross Motor Fine Motor</p>	<ul style="list-style-type: none"> <li>• Ring Games</li> <li>• Dough Gym</li> <li>• Busy Fingers</li> <li>• Parachute Games</li> <li>• PE Lesson</li> <li>• Hand Washing</li> </ul>	<ul style="list-style-type: none"> <li>• Ring Games</li> <li>• Dough Gym</li> <li>• Busy Fingers</li> <li>• Parachute Games</li> <li>• PE Lesson</li> <li>• Oral Hygiene</li> <li>• Hand Washing</li> </ul>	<ul style="list-style-type: none"> <li>• Ring Games</li> <li>• Dough Gym</li> <li>• Busy Fingers</li> <li>• Parachute Games</li> <li>• PE Lesson</li> <li>• Oral Hygiene</li> <li>• Hand Washing</li> </ul>	<ul style="list-style-type: none"> <li>• Ring Games</li> <li>• Dough Gym</li> <li>• Busy Fingers</li> <li>• Parachute Games</li> <li>• PE Lesson</li> <li>• Oral Hygiene</li> <li>• Hand Washing</li> </ul>	<ul style="list-style-type: none"> <li>• Ring Games</li> <li>• Dough Gym</li> <li>• Busy Fingers</li> <li>• Parachute Games</li> <li>• PE Lesson</li> <li>• Oral Hygiene</li> <li>• Hand Washing</li> </ul>	<ul style="list-style-type: none"> <li>• Ring Games</li> <li>• Dough Gym</li> <li>• BusyFingers</li> <li>• Parachute Games</li> <li>• PE Lesson</li> <li>• Oral Hygiene</li> <li>• Hand Washing</li> </ul>
<p>Personal, Social and Emotional Development Introduce My Hidden Chimp Building Relationships Managing Self Self-Regulation</p>	<ul style="list-style-type: none"> <li>• Self Help Skills/Managing own Needs</li> <li>• Building and Sustaining</li> <li>• Constructive and Respectful relationships</li> <li>• Feelings and Emotions</li> <li>• Taking Turns and Sharing</li> <li>• Self Regulation</li> <li>• School Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Self Help Skills/Managing Own Needs</li> <li>• Building and Sustaining</li> <li>• Constructive and Respectful relationships</li> <li>• Feelings and Emotions</li> <li>• Taking Turns and Sharing</li> <li>• Self Regulation</li> <li>• School Rules</li> <li>• Staying safe</li> <li>• Growing and changing</li> </ul> <p>ICT Purple Mash: Using IWB and explore Mini Mash</p>	<ul style="list-style-type: none"> <li>• Self Help Skills/Managing Own Needs</li> <li>• Building and Sustaining</li> <li>• Constructive and Respectful relationships</li> <li>• Feelings and Emotions</li> <li>• Taking Turns and Sharing</li> <li>• Self Regulation</li> <li>• School Rules</li> <li>• Computer Safety</li> <li>• Being responsible</li> </ul>	<ul style="list-style-type: none"> <li>• Self Help Skills/Managing Own Needs</li> <li>• Building and Sustaining</li> <li>• Constructive and Respectful relationships</li> <li>• Feelings and Emotions</li> <li>• Taking Turns and Sharing</li> <li>• Self Regulation</li> <li>• School Rules</li> </ul>	<ul style="list-style-type: none"> <li>• Self Help Skills/Managing Own Needs</li> <li>• Building and Sustaining</li> <li>• Constructive and Respectful relationships</li> <li>• Feelings and Emotions</li> <li>• Taking Turns and Sharing</li> <li>• Self Regulation</li> <li>• School Rules</li> <li>• The working world</li> <li>• Fire safety</li> <li>• Hazards</li> </ul>	<ul style="list-style-type: none"> <li>• Self Help Skills/Managing Own Needs</li> <li>• Building and Sustaining</li> <li>• Constructive and Respectful relationships</li> <li>• Feelings and Emotions</li> <li>• Taking Turns and Sharing</li> <li>• Self Regulation</li> <li>• School Rules</li> <li>• A world without judgement</li> </ul>