


## Reception Long Term Plan

Characteristics of Effective Learning	Areas of Learning and Development	Birth to 5 Matters Aspects
<b>Playing and Exploring</b>	<b>Prime Areas</b>	
ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'	Personal, Social and Emotional Development	Making Relationships Sense of Self Understanding Feelings
<b>Active Learning</b>	Physical Development	Moving and handling Health and Self-care
MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do	Communication and Language	Listening and Attention Understanding Speaking
<b>Creative and Critical Thinking</b>	<b>Specific Areas</b>	
THINKING Having their own ideas Making links Working with ideas	Literacy	Reading Writing
	Mathematics	Mathematics
	Understanding the World	People and Communities The World Technology
	Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive

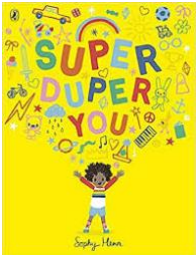

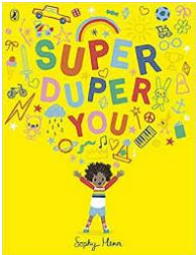

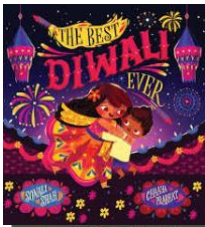
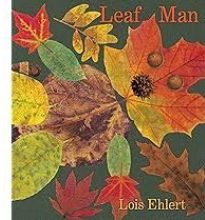
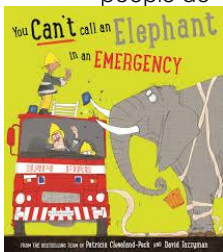
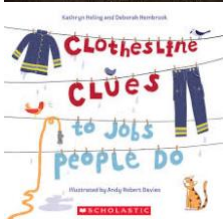
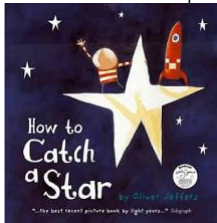
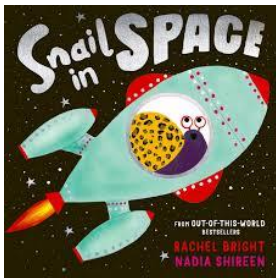


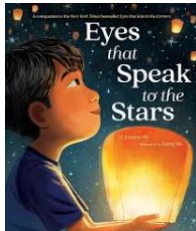
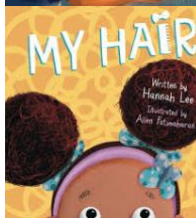
The **Characteristics of Effective Learning** describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

*Rationale for Characteristics of Effective Learning, Tickell Review*

*Rationale for Prime and Specific Areas of Learning and Development, Tickell Review*

Term	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole school value	Community	Compassion	Courage	Curiosity	Culture	Celebration
<b>Rights Respecting Links</b> 	Article 8: Right to an identity.  Article 15: Right to freedom of association and to join groups.  Article 29: Education must develop respect for the child's own cultural identity.	Article 2: Right to non-discrimination.  Article 12: Right to be listened to and taken seriously.  Article 30: Right to learn about and practise their culture, language and religion.	Article 19: Right to be protected from harm.  Article 24: Right to the best health care.  Article 29: Education should develop talents and abilities.	Article 28: Right to education.  Article 31: Right to rest, play, and access to culture and the arts.	Article 30: Right to enjoy their own culture and religion.  Article 29: Education must encourage understanding, peace, tolerance.	Article 31: Right to relax, play, and join in cultural and artistic activities.  Article 12: Right to express views in matters affecting them.
<b>Assessment</b>	Reception baseline assessment  Observations on Class Dojo	Phonic assessment tracker  Observations on Class Dojo	Observations on Class Dojo  Thrive target children	Phonic assessment tracker  Observations on Class Dojo  Insight Tracker	Observations on Class Dojo  Thrive target children	EYFS Profile  Phonics assessment tracker  Observations on Class Dojo

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	Thrive – whole class baseline	Insight Tracker		Thrive target children		Thrive target children
	Speech and Language assessment - WELLCOMM					
Question of the term	Who am I?	What do people celebrate?	Who helps us?	What is out in space?	Where can we go?	How are we all different?
<b>Core texts</b>  <ul style="list-style-type: none"> <li>- Super Duper You</li> <li>- The Colour Monster</li> </ul>  	<ul style="list-style-type: none"> <li>- Super Duper You</li> <li>- The Colour Monster</li> </ul>  	<ul style="list-style-type: none"> <li>- Leaf Man</li> <li>- The Best Diwali Ever</li> </ul>  	<ul style="list-style-type: none"> <li>- You can't call an elephant for an emergency</li> <li>- Clothesline clues to jobs people do</li> </ul>  	<ul style="list-style-type: none"> <li>- How to catch a star</li> <li>- Snail in Space</li> </ul>  	<ul style="list-style-type: none"> <li>- Handa's Surprise</li> <li>- The Journey Home</li> </ul>  	<ul style="list-style-type: none"> <li>- Eyes that Speak to the Stars</li> <li>- My Hair</li> </ul>  
<b>Suggested Books for Class Environment</b>	<ul style="list-style-type: none"> <li>- I Love Me! By Marvyn Harrison</li> <li>- I Like Bees, I don't like Honey by Sam Bishop</li> <li>- Who Are You? By Smriti Halls</li> <li>- Measuring Me by Nicola Kent</li> <li>- Why Do We Wear Clothes? By Helen Hancocks</li> <li>- All Are Welcome by Alexandra Penfold</li> </ul>	<ul style="list-style-type: none"> <li>- Eight Nights, Eight Lights by Nataline Barnes</li> <li>- Diwali by Anita Nahta Amin</li> <li>- Ramadan and Eid al-Fitr by Melissa Ferguson</li> <li>- Harvest Days by Kate DePalma</li> <li>- The Carnival! By Baptiste Paul</li> <li>- Luna New Year Around the World by Amanda Li</li> </ul>	<ul style="list-style-type: none"> <li>- Real Superheroes by DK &amp; Julia Seal</li> <li>- Superworm Julia Donaldson</li> <li>- Doctorsaurus by Emi-Lou May</li> <li>- A Practical Present for Philippa Pheasant by Briony May Smith</li> <li>- The Jolly Postman by Allan Ahlberg</li> <li>- When You're Fast Asleep by Peter Arrhenius</li> </ul>	<ul style="list-style-type: none"> <li>- My first book about planets</li> <li>- Look up!</li> <li>- Zoom to the moon</li> <li>- A taste of the moon</li> <li>- Look inside space</li> <li>- Smeds and smooos</li> <li>- Man on the moon</li> </ul>	<ul style="list-style-type: none"> <li>- Baby goes to Market by Atinuke</li> <li>- Supermarket Zoo by Caryl Hart</li> <li>- Supertato by Sue Hendra</li> <li>- Elmer by David McKee</li> <li>- Giraffe's Can't Dance by Giles Andreae</li> <li>- Lots of Dots by Pippa Goodheart</li> <li>- The Hungry Caterpillar</li> <li>- Oliver's Vegetables by Vivian French</li> </ul>	<ul style="list-style-type: none"> <li>- Pablo and the Noisy Party by Pablo</li> <li>- Meesha Makes Friends by Tom Percival</li> <li>- Astro Girl by Ken Wilson-Max</li> <li>- Nabil Steals a Penguin by Nishani Reed</li> <li>- The Can Caravan by Richard O'Neill</li> </ul>

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					<ul style="list-style-type: none"> <li>- The Gigantic Turnip by Aleksei Tolstoy</li> <li>- Ten Seeds by Ruth Brown</li> <li>- It Starts with a Seed by Laura Knowles</li> <li>- Luna Loves Gardening By</li> <li>- The amazing cycle of butterflies</li> </ul>	
<b>Characteristics of Effective Learning</b>	<b>Playing and exploring:</b> Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning		<b>Active learning:</b> Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.		<b>Creating and thinking critically:</b> Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.	
<b>Personal, Social and Emotional Development</b>  <i>*See behaviour curriculum for skills of progression</i>	<b>Jigsaw:</b> Being Me in My World: Who am I and how do I fit in?	<b>Jigsaw:</b> Celebrating difference: Respect for similarity and difference. Anti-bullying and being unique	<b>Jigsaw:</b> Healthy Me: Being and keeping safe and healthy	<b>Jigsaw:</b> Dreams and Goals: Aspirations, how to achieve goals and understanding the emotions that go with this	<b>Jigsaw:</b> Relationships: Building positive, healthy relationships	<b>Jigsaw:</b> Changing Me: Coping positively with change
	<b>Zones of Regulation:</b> Concept 1	<b>Zones of Regulation:</b> Concept 2	<b>Zones of Regulation:</b> Concept 3	<b>Zones of Regulation:</b> Concept 4	<b>Zones of Regulation:</b> Concept 5	<b>Zones of Regulation:</b> Concept 6
	<b>*Behaviour:</b> Explicit teaching of behaviour curriculum (including regulation stations) and key routines  Week 1: Adult hand signals - Countdowns - Lining up inside  Week 2: Legendary Lines  Week 3: Wonderful Walking  Week 4: Superstar Sitting - Class - Assemblies	<b>*Behaviour:</b> Explicit teaching of behaviour curriculum (including regulation stations) and key routines  Week 1: Adult hand signals - Countdowns - Lining up inside  Week 2: Legendary Lines  Week 3: Wonderful Walking  Week 4: Superstar Sitting - Class	<b>*Behaviour:</b> Explicit teaching of behaviour curriculum (including regulation stations) and key routines  Week 1: Adult hand signals - Countdowns - Lining up inside  Week 2: Legendary Lines  Week 3: Wonderful Walking  Week 4: Superstar Sitting - Class	<b>*Behaviour:</b> Revision of content  Week 1: Habits of discussion  Week 2: Considered contribution  Week 3: Loud and Proud  Week 4: Think, Pair, Share  Week 5: Revision of content  Week 6: Revision of content	<b>*Behaviour:</b> Explicit teaching of behaviour curriculum (including regulation stations) and key routines  Week 1: Adult hand signals - Countdowns - Lining up inside  Week 2: Legendary Lines  Week 3: Wonderful Walking  Week 4: Superstar Sitting - Class - Assemblies  Week 5: Golden Silence	<b>*Behaviour:</b> Revision of content  Week 1: Habits of discussion  Week 2: Considered contribution  Week 3: Loud and Proud  Week 4: Think, Pair, Share  Week 5: Revision of content  Week 6: Revision of content

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	<p>Week 5: Golden Silence</p> <p>Week 6: Loud and proud</p> <p>Week 7: Think, Pair, Share</p>	<p>- Assemblies</p> <p>Week 5: Golden Silence</p> <p>Week 6: Loud and proud</p>	<p>- Assemblies</p> <p>Week 5: Golden Silence</p> <p>Week 6: Loud and proud</p>		<p>Week 6: Loud and proud</p> <p>Week 7: Think, Pair, Share</p>	
<b>Physical Development</b>	<p>Moves in varied ways (e.g. hopping, slithering, jumping) with confidence.</p> <p>Beginning core strength; can sit upright when needed.</p> <p>Shows spatial awareness; moves safely across different terrains.</p> <p>Climbs stairs using alternate feet; runs on whole foot.</p> <p>Begins using balance bike confidently.</p> <p>Uses simple tools (e.g. brushes, pencils); begins dominant hand preference.</p> <p>Attempts zips with support; snips paper with scissors.</p> <p>Begins anti-clockwise movement and retracing lines.</p>	<p>Experiments with movement, adapting to reduce risk.</p> <p>Improved core strength when sitting.</p> <p>Uses shoulder rotation for large tools and play.</p> <p>Confidently explores indoor/outdoor apparatus.</p> <p>Builds early ball confidence.</p> <p>Handles tools/materials with more control.</p> <p>Forms some recognisable letters; improving scissor skills.</p> <p>Begins use of cutlery; marks in multiple directions.</p>	<p>Jumps and lands with balance and control.</p> <p>Refines movement with more control.</p> <p>Maintains core posture for longer periods.</p> <p>Uses shoulder and elbow movement for play tools.</p> <p>Begins ball skills (e.g. kicking, passing).</p> <p>Forms recognisable letters with emerging tripod grip.</p> <p>Cuts various shapes with scissors.</p>	<p>Adjusts speed/direction in games to avoid obstacles.</p> <p>Confidently uses upper limb movements to support writing.</p> <p>Refines ball skills with better control.</p> <p>Maintains good posture while seated.</p> <p>Uses large/small apparatus confidently.</p> <p>Rides wheeled toys with balance.</p> <p>Forms clearer letters; cuts complex shapes.</p>	<p>Moves confidently over, under, and through climbing equipment.</p> <p>Shows precision and accuracy in ball games.</p> <p>Developing consistent tripod grip and handwriting foundations.</p>	<p>Controls objects when pushing, catching, kicking, etc.</p> <p>Confidently navigates space using wheeled equipment.</p> <p>Shows strength, balance and coordination in play.</p> <p>Forms most lower- and some upper-case letters correctly.</p> <p>Uses a range of tools with increasing precision.</p>
	<p><b>Dough Disco:</b></p> <p>To grasp and release with two hands.</p> <p>To begin to focus on balance and movement.</p> <p>To show a preference for a dominant hand.</p> <p>To manipulate a range of tools and equipment in one hand.</p> <p>To develop spatial awareness.</p> <p>To begin to form recognisable letters independently.</p>			<p><b>Dough Disco:</b></p> <p>To manipulate a range of tools and equipment in one hand.</p> <p>To handle a range of tools competently, safely and competently.</p> <p>To use a pencil and hold it effectively.</p> <p>To form recognisable letters independently.</p> <p>To handle objects, construction and malleable materials safely and with increasing control and intention.</p>		

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	<p><b>Introduction to PE – Unit 1</b> <b>Get Set 4 Education</b> To demonstrate balance. To make independent choices. To negotiate a space safely with consideration for myself and others. To follow instructions involving several ideas or actions. To play co-operatively and take turns with others.</p>	<p><b>Ball Skills – Unit 1</b> <b>Get Set 4 Education</b> To make independent choices. To negotiate space safely with consideration for myself and others. To persevere when trying new challenges. To play ball games with consideration of the rules. To play co-operatively and take turns with other. To use ball skills with developing competence and accuracy.</p>	<p><b>Dance – Unit 1</b> <b>Get Set 4 Education</b> To be confident to try new challenges and perform in front of others. To combine movements fluently, selecting actions in response to the task. To negotiate space safely with consideration for myself and others. To follow instructions involving several ideas or actions. To show respect towards others when providing feedback. To use movements skills with developing strength, balance and co-ordination showing increasing control and grace.</p>	<p><b>Fundamentals – Unit 1</b> <b>Get Set 4 Education</b> To confidently try new challenges. To negotiate space safely with consideration for myself and others. To follow instructions involving several ideas or actions. To play co-operatively, take turns and encourage others. To play games honestly with consideration of the rules. To use movement skills with developing balance and co-ordination when playing games.</p>	<p><b>Gymnastics – Unit 1</b> <b>Get Set 4 Education</b> To be confident to try new challenges. To combine movements, selecting actions in response to the task and apparatus. To confidently and safely use a range of large and small apparatus. To negotiate space safely with consideration for myself and others. To follow instructions involving several ideas or actions. To use movement skills to develop strength, balance and co-ordinations showing increasing control and grace. To work co-operatively with other and take turns.</p>	<p><b>Games – Unit 1</b> <b>Get Set 4 Education</b> To negotiate space safely with consideration for myself and others. To follow instructions involving several ideas or actions. To play co-operatively, take turns and encourage others. To play games honestly with consideration of the rules. To show an understanding of my feelings and can regulate my behaviour. To use ball skills to develop competence and accuracy. To use movement skills to develop balance and co-ordination.</p>
<p><b>Communication and Language</b></p>	<p>Listens to others in one-to-one or small groups when conversation interests them.</p> <p>Showing sustained attention when listening to rhymes, songs and stories and beginning to recall key phrases.</p> <p>Begin to shift attention when required. Can recall events from a familiar story Beginning to understand how and why questions.</p> <p>Follow a two-part instruction.</p>	<p>Maintain attention for short periods of time in new situations e.g., during assembly times as well as familiar ones.</p> <p>Can stay with a self-selected task for longer periods of time rather.</p> <p>Know how to listen carefully e.g., look at the speaker, think about what they are saying.</p> <p>Make relevant comments when listening to stories and answer a why question based upon what has been read.</p>	<p>Listen attentively in a range of situations</p> <p>Maintains focused attention, concentrating and sitting quietly for short periods of time in the classroom.</p> <p>Listens to peers when engaging in play. Begin to ask questions to check they understand what they have heard. Respond appropriately and make relevant comments about what they have heard.</p> <p>Uses language to imagine and recreate</p>	<p>Listens to and understand instructions about what they are doing, whilst busy with another task.</p> <p>Keeps play going in response to the ideas of others and engage in conversation relevant to play theme.</p> <p>Ask questions to find out more details, showing an interest in a particular topic.</p> <p>Use well-formed sentences to share their thoughts and ideas.</p> <p>Use talk to clarify thinking, connect ideas and share thinking with others.</p>	<p>Ask and answer 'what', 'when', 'where', 'how' questions relevant to what they are doing at that moment.</p> <p>Make relevant comments, actions, and questions in response to what they hear.</p> <p>Asks questions more regularly to clarify understanding.</p> <p>Listens and responds to ideas expressed by others in conversation discussion or during play.</p> <p>Use new vocabulary and knowledge from non-fiction</p>	<p>Listen attentively and respond to what they hear with relevant questions, comments, and actions.</p> <p>Attends to others in play, plays co-operatively with others and can pretend to be someone else talking.</p> <p>Engages in back-and-forth exchanges with both peer and adults.</p> <p>Understands questions such as who; why; when; where and how.</p> <p>Understand that words can be put into groups or categories and give examples from each</p>



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	<p>Use short simple sentences of 4-6 words to communicate, sometimes using conjunctions.</p> <p>Use talk to organise themselves and their play.</p> <p>Begin to talk about things that are of particular importance to them.</p>	<p>Link events in a story to their own experiences.</p> <p>Start a conversation with peers and a familiar adult.</p> <p>Retell a past simple event e.g., how they fell over.</p> <p>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>Orally compose a sentence and hold it in memory to share with others.</p>	<p>roles and experiences in play situations.</p> <p>Begin to demonstrate the use of past tense verbs such as ran or fell, with some accuracy.</p> <p>Begin to independently use simple conjunctions in talk to link thoughts such as 'and' and 'because'.</p>	<p>Use talk to help solve problems and organise thinking and activities.</p> <p>Demonstrate the use of past tense verbs such as ran or fell with increasing confidence and begin to use future tense within oral sentences such as 'I will play outside'.</p>	<p>books in conversation and in play.</p> <p>Show understanding of 'how', 'why' and 'where' questions.</p> <p>Uses talk to organise, sequence and clarify thinking, ideas, feelings, experiences, and events.</p> <p>Speak clearly in well-formed sentences with some detail.</p>	<p>category, such as animals, vehicles, food etc.</p> <p>Use words correctly to demonstrate understanding.</p> <p>Introduces a storyline or narrative into their play using learnt vocabulary.</p> <p>Use new vocabulary in different contexts.</p> <p>Use past, present, and future tenses when in conversation with peers and adults.</p> <p>Use conjunctions to extend and articulate their ideas, join phrases with words such as 'if', 'so', 'could', 'because'.</p> <p>Offer explanations, using new vocabulary, during 1:1, small group, and whole class discussions</p>
<p><b>Phonics</b></p> <p><i>Unlocking Letters and Sounds</i></p>	<p>Phase 2</p> <p>S a t p l n m d g o c k k e u r h b f f l l s s</p> <p>Read words with -s ending</p>	<p>Phase 3</p> <p>J v w x y z z z q u c h s h t h (voiced and unvoiced)</p> <p>ng ai ee igh oa o oar or ur</p> <p>Read words containing -ing endings with no change to the root word</p> <p>Assess and review</p>	<p>Phase 3 Mastery</p> <p>Ow oi ear air ure er</p> <p>Reading and spelling words containing digraphs and trigraphs</p> <p>Assess and review phase 3 work</p> <p>Revisit GPCs and CEW: j v w x, me</p> <p>Revisit GPCs and CEW: y z z z qu, we, be</p> <p>Revisit GPCs and CEW: ch sh th ng, he, sh</p>	<p>Phase 3 Mastery</p> <p>Revisit GPCs and CEW: ai ee igh oa, was, you</p> <p>Revisit GPCs and CEW: oo ar or ur they, all</p> <p>Revisit GPCs and CEW: ow oi ear air, are, my</p> <p>Revisit GPCs and CEW: ure er, her</p> <p>Assess and review phase 3 work</p>	<p>Phase 4</p> <p>CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2</p> <p>Read words containing -ed endings with no change to the root word</p> <p>CVCC and CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 2</p>	<p>Phase 4</p> <p>CVCC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 3</p> <p>CCVC words: teach blending of words with adjacent consonants that contain graphemes taught in Phase 3</p> <p>Teach blending of polysyllabic CVCC and CCVC words</p> <p>Teach blending of CCVCC words</p>

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					Read words containing -ing endings with no change to the root word	Teach blending of CCVCC and polysyllabic CCVCC words  Teach blending of CCCVCC words
<b>Literacy – Reading</b>	<p>Can recognise own name and begin to recognise familiar letters.</p> <p>Initial sounds, oral blending, CVC sounds, reciting known stories, listening to stories with attention and recall.</p> <p>Blend sounds into words, so that they can read short words made up of known letter sound correspondences.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Know that print is read from left to right and words carry meaning</p> <p>Recognising print in the environment</p>	<p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Spotting diagraphs in words.</p> <p>Show children how to touch each finger as they say each sound.</p> <p>Can orally blend some simple CVC words with support.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Begin to use story telling language.</p> <p>Begin to read some common exception words.</p>	<p>Story structure-beginning, middle, end.</p> <p>Innovating and retelling stories to an audience, non-fiction books.</p> <p>Listen to children read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'.</p> <p>Can read a variety of common exception words.</p> <p>Read simple captions that are consistent with their phonic knowledge.</p>	<p>Read simple sentences and books that are consistent with their increasing phonics knowledge.</p> <p>Use language and words read within their play and recreate roles.</p> <p>Retell a story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p>	<p>Reading simple sentences with fluency.</p> <p>Reading CVCC and CCVC words confidently.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
<b>Literacy – Writing</b>	<p><b>Early Composition and Writing Foundations</b></p> <p>Say aloud what they are going to write about (Planning)</p> <p>Compose a sentence orally before writing it (Drafting)</p>	<p><b>Mark Making to Sentence Structure</b></p> <p>Continue name writing practice</p> <p>Label pictures using initial sounds</p>	<p><b>Developing Sentence Composition</b></p> <p>Compose and write simple captions and CVC words</p> <p>Begin to write simple sentences using phonic knowledge</p>	<p><b>Writing for a Purpose</b></p> <p>Write sentences more independently with support for structure</p> <p>Apply digraphs and some common exception words</p>	<p><b>Extending Writing Independence</b></p> <p>Write sentences that include known phonemes and tricky words</p> <p>Include digraphs and exception words in independent writing</p>	<p><b>Writing Fluency and Confidence</b></p> <p>Write sentences independently using known sound-letter correspondences</p> <p>Use capital letters, full stops, and finger spaces consistently</p>

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	<p>Discuss what they have written with peers or adults (Evaluating and Editing)</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Write their name, copying it from a name card or from memory</p> <p>Use simple marks and give them meaning; awareness that writing communicates ideas</p> <p>Begin to use print knowledge in play (e.g. pretend lists)</p> <p><b>Writing Types:</b>  <b>Narrative:</b> Oral retelling using time words and past tense; simple sentence recounting  <b>Instructions:</b> Oral steps for routines using imperatives  <b>Recount:</b> Retelling personal experiences with time language</p>	<p>Begin forming recognisable letters after adult modelling</p> <p>Hear and record initial and end sounds in words</p> <p>Begin to sequence and retell stories with support</p> <p><b>Writing Types:</b>  <b>Narrative:</b> Retelling known stories orally and through drawings  <b>Instructions:</b> Short phrases for routines or festive activities  <b>Recount:</b> Short retellings of events and celebrations</p>	<p>Re-read writing to check for meaning</p> <p>Use capital letters and full stops with support</p> <p><b>Writing Types:</b>  <b>Narrative:</b> Story retelling with character focus  <b>Recount:</b> Describe recent experiences using time-related words  <b>Instructions:</b> Step-by-step tasks for classroom routine</p>	<p>Use finger spaces and punctuation more consistently</p> <p>Add labels and captions to drawings</p> <p><b>Writing Types:</b>  <b>Narrative:</b> Story maps and retellings with emerging structure  <b>Recount:</b> Structured recounts of familiar events or story characters  <b>Instructions:</b> Use learned sequence language and visual supports</p>	<p>Begin to use punctuation more accurately in context</p> <p>Begin to show audience awareness</p> <p><b>Writing Types:</b>  <b>Narrative:</b> Write short, original stories using familiar structure  <b>Recount:</b> Write about school trips and classroom events in order  <b>Instructions:</b> Clear instructions using visual cues and numbered steps</p>	<p>Include common exception words and digraphs with increasing accuracy</p> <p>Write for different purposes and audiences (e.g., cards, signs, posters)</p> <p>Re-read writing to ensure it makes sense</p> <p><b>Writing Types:</b>  <b>Narrative:</b> Create and write their own simple story  <b>Recount:</b> Confidently sequence and write about events using past tense  <b>Instructions:</b> Write practical steps for a familiar task (e.g. planting seeds)</p>
<b>Mathematics – White Rose</b>	<p>Week 4-5 Getting to know you</p> <p>Week 5-6 – Match, sort and compare</p>	<p>Week 1-2 – It's me 1, 2, 3</p> <p>Week 3 – Circles and triangles</p> <p>Week 4-5 – 1, 2, 3, 4, 5</p>	<p>Week 1-2 – Alive in 5</p> <p>Week 3 – Mass and Capacity</p>	<p>Week 1 – Length, Height and Time</p> <p>Week 2-4 – Building 9 and 10</p>	<p>Week 1-2 – To 20 and beyond</p> <p>Week 3 – How many now?</p>	<p>Week 1 – Sharing and grouping</p> <p>Week 2-4 – Visualise, build and map</p>

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	Week 6-7 – Talk about measure and patterns	Week 6 – Shapes with 4 sides Week 7 – consolidation	Week 4-5 – Growing 6, 7, 8 Week 6 – Length, Height and Time	Week 4-6 – Explore 3D shapes	Week 4-5 – Manipulate, compose and decompose Week 6 – Sharing and grouping	Week 5 – Make connections Week 6-7 – consolidation/ELG assessments
<b>Understanding the World – Past and Present</b>	Chronological Understanding, Family History, Cultural Traditions <ul style="list-style-type: none"> <li>Recognise and talk about people in their immediate family and describe how they are important to them.</li> <li>Explore and comment on images and artefacts from their own past (e.g. baby photos, family events).</li> <li>Use time-related vocabulary (e.g. yesterday, today, long ago, now, before, after).</li> <li>Begin to understand that celebrations and traditions mark events from the past.</li> <li>Begin to sequence familiar routines and events (e.g. day timeline, birthdays, daily schedule).</li> <li>Recognise that people in the past may have lived differently from today.</li> </ul>		Key Focus: Historical Enquiry, People's Roles, Significant Figures (e.g. Mae Jemison) <ul style="list-style-type: none"> <li>Use books and storytelling to explore how people lived in the past and compare with now.</li> <li>Talk about the roles of people in society, both past and present (e.g. nurses, firefighters, astronauts).</li> <li>Begin to ask questions about the past and seek answers through pictures, artefacts, and stories.</li> <li>Describe settings, characters and events from historical stories (e.g. Mae Jemison's achievements).</li> <li>Take on a role in play based on people and events from the past (e.g. astronauts, doctors).</li> <li>Develop an awareness that some people and events from history are remembered and celebrated.</li> </ul>		Key Focus: Chronology, Memory, Change Over Time, Cause and Effect <ul style="list-style-type: none"> <li>Sequence personal memories and events from their own lives (e.g. "when I was a baby", nursery memories).</li> <li>Talk about changes they have seen in nature, family life, and themselves (growth, routines, skills).</li> <li>Compare life in the past and present using vocabulary like "then", "now", "before", "a long time ago."</li> <li>Talk about what makes historical people/events significant and how they have affected their lives.</li> <li>Use maps and visuals to talk about where and how people lived in different times and places.</li> <li>Describe how the natural world changes with the seasons and how this links to traditional events.</li> </ul>	
<b>Understanding the World – People, Culture and Communities</b>	<b>Who am I?</b>  Talk about members of their family and people in their community.  Begin to understand the concept of belonging to a group (e.g. school, family, class).  Name and describe people who are familiar to them.  Developing positive attitudes about similarities and differences between themselves and people around them.	<b>What do people celebrate?</b>  Recognise that people have different beliefs and celebrate special times in different ways.  Share their own experiences of celebrations (e.g. birthdays, religious events).  Begin to understand similarities and differences in how people live.	<b>Who helps us?</b>  Identify roles of people in the community (e.g. doctors, firefighters, teachers).  Talk about how people help us and why their jobs are important.  Compare community helpers now and in the past.	<b>What is out in space?</b>  Understand that some people in history have made discoveries that help us understand the world and space.  Discuss how space travel connects people globally.  Recognise that some places (e.g. space centres, observatories) are special to some people.	<b>Where can we go?</b>  Identify local and global locations that are important or interesting.  Begin to use simple maps to talk about where they live and where they've been.  Talk about similarities and differences between places in their country and others.	<b>How are we all different?</b>  Learn about different cultures and communities around the world.  Compare their own customs with those of others.  Show sensitivity to the needs and perspectives of others.

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<b>Understanding the World – The Natural World</b>	<b>Who am I?</b>  Explore seasonal changes in their environment (e.g. Autumn leaves, weather).  Begin to describe natural features (e.g. trees, sky, clouds).  Use senses to describe what they see, hear and feel outside.	<b>What do people celebrate?</b>  Notice natural changes associated with winter and festivals (e.g. snow, lights).  Talk about food, animals or objects linked to different celebrations (e.g. pumpkins, holly).  Begin to observe cause and effect in seasonal materials (e.g. melting ice).	<b>Who helps us?</b>  Explore materials used by people in different jobs (e.g. stethoscopes, fire hoses).  Talk about how to care for living things (pets, plants) in the community.  Observe and comment on weather patterns.	<b>What is out in space?</b>  Talk about the sun, moon, stars and their place in the sky.  Observe changes in light and temperature over the day.  Explore shadows, reflections, and materials that shine.	<b>Where can we go?</b>  Investigate different natural environments (e.g. seaside, countryside, city parks).  Compare environments and discuss what animals and plants might live there.  Talk about the impact of humans on nature (e.g. pollution, transport).	<b>How are we all different?</b>  Observe plants and animals, discussing how they grow and change.  Talk about the seasons and how they affect the world.  Explore the lifecycle of a plant or animal (e.g. butterfly, chick, sunflower).
<b>Expressive Arts and Design</b>	Exploring Marks and Materials (Drawing & Painting) <ul style="list-style-type: none"> <li>• Use a range of media (chalk, pencils, crayons) to make exploratory marks.</li> <li>• Draw on different surfaces and at different scales.</li> <li>• Begin to control tools (grip, pressure, direction).</li> <li>• Explore lines and simple shapes in drawing.</li> <li>• Use thick brushes and natural objects (leaves, sticks) for painting.</li> <li>• Recognise and name primary colours.</li> <li>• Talk about what they are drawing/painting using simple terms</li> </ul>	Colour, Pattern and Surface (Painting & Printing) <ul style="list-style-type: none"> <li>• Mix primary colours to create new colours and match colours to objects.</li> <li>• Use sponges and brushes for mark-making with paint.</li> <li>• Explore painting on different textures (foil, fabric, rough/smooth paper).</li> <li>• Make rubbings from textured objects in the natural environment.</li> <li>• Print using a variety of natural and found materials.</li> <li>• Begin creating simple repeated patterns through printing.</li> </ul>	Form and Texture (Sculpture & Malleable Materials) <ul style="list-style-type: none"> <li>• Manipulate clay, salt dough, play dough by rolling, pinching, squeezing.</li> <li>• Use tools to press, shape, and decorate malleable materials.</li> <li>• Build simple 3D models using junk modelling and natural materials.</li> <li>• Join materials using glue, tape, string.</li> <li>• Talk about the textures and forms they are making.</li> </ul>	Fabric and Weaving (Textiles & Collage) <ul style="list-style-type: none"> <li>• Decorate fabric using fabric pens, paint or glued materials.</li> <li>• Explore joining techniques: glue, stapling, simple sewing or sticking.</li> <li>• Begin simple weaving with ribbons, paper, string.</li> <li>• Create simple collages using fabric, paper, and natural textures.</li> <li>• Use vocabulary like soft, rough, bumpy, smooth to describe.</li> </ul>	Combining Media and Storytelling Through Art <ul style="list-style-type: none"> <li>• Use mixed media (drawing, paint, collage) in one piece.</li> <li>• Use art to represent real-life experiences, stories or interests.</li> <li>• Introduce story-based art prompts (e.g. <i>Van Gogh's Starry Night</i>, <i>The Snail</i> by Matisse).</li> <li>• Talk about their work and others', beginning to describe what they like and why.</li> <li>• Explore <i>mood</i> and <i>movement</i> in art through line and colour.</li> </ul>	Art Appreciation and Expression <ul style="list-style-type: none"> <li>• Reflect on their favourite materials and techniques from the year.</li> <li>• Explore the work of artists (e.g. Alma Thomas, Yayoi Kusama, Kandinsky).</li> <li>• Compare their own artwork to others using terms like bright, patterned, curvy, soft.</li> <li>• Talk about what makes their work special and begin to self-evaluate ("I added stars because it's night").</li> <li>• Revisit chosen materials to create final expressive pieces with increased independence and confidence.</li> </ul>

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	("It's red", "This is a circle").					
<b>Learn Together</b>  <b>Jigsaw PSHE</b>	RE: What makes people special?  PSHE: Who am I and how do I fit?	RE: What is Christmas?  PSHE: Respect for similarity and difference. Anti-bullying and being unique.	RE: How do we celebrate?  PSHE: Aspirations, how do we achieve goals and understanding the emotions that go with this.	RE: What is Easter?  PSHE: Being and keeping safe and healthy.	RE: What can we learn from stories?  PSHE: Building positive, healthy relationships.	RE: What makes places special?  PSHE: Coping positively with change.
<b>Jigsaw RE</b>						
<b>Potential key dates</b>	<ul style="list-style-type: none"><li>- Harvest Festival – Late September to early October</li><li>- World Mental Health Day – 10 October</li><li>- Black History Month (UK) – October</li><li>- Diwali – Varies (usually October/November)</li><li>- Halloween – 31 October</li><li>- Bonfire Night / Guy Fawkes Night – 5 November</li><li>- Remembrance Day – 11 November</li><li>- Children in Need – Mid-November (BBC-led, Friday)</li><li>- Road Safety Week – Mid to late November</li><li>- Hanukkah – Varies (usually November or December)</li><li>- Christmas / Nativity – December</li><li>- Winter Solstice – 21 December</li></ul>		<ul style="list-style-type: none"><li>- New Year's Day – 1 January</li><li>- Chinese / Lunar New Year – Varies (Jan–Feb)</li><li>- Safer Internet Day – Early February</li><li>- Shrove Tuesday / Pancake Day – Varies (February/March)</li><li>- Valentine's Day – 14 February</li><li>- World Book Day (UK) – First Thursday in March</li><li>- Holi (Festival of Colours) – Varies (March)</li><li>- Mother's Day (UK) – March</li><li>- Easter – Varies (March/April)</li><li>- Spring Equinox – 20/21 March</li><li>- Ramadan begins – Varies (based on lunar calendar)</li></ul>		<ul style="list-style-type: none"><li>- Eid al-Fitr – Varies (at the end of Ramadan)</li><li>- Earth Day – 22 April</li><li>- King/Queen's Official Birthday – June (used for British Values links)</li><li>- Father's Day (UK) – Third Sunday in June</li><li>- Refugee Week – June</li><li>- Pride Month (inclusive education) – June</li><li>- Summer Solstice – 21 June</li><li>- Sports Day / Healthy Living Week – June/July</li><li>- Teddy Bears' Picnic Day – 10 July</li><li>- Transition Days / End of Year Celebrations – July</li></ul>	
<b>Trip ideas</b>	Windmill City Farm St Mary Redcliffe Bristol Cathedral	Westernbirt Trip – Autumn Bristol Old Vic – Christmas show or workshop	Real superheroes visit We The Curious Local fire station or police station visit	Windmill City Farm – mini beast madness Ashton Court – nature walk Animal handling visit	Bristol Zoo Project Bristol Aquarium Author visit Puppet workshop	Local Library Cooking cultures