

Reception Long Term Plan 25/26

	Communication and Language	Personal, Social and Emotional Development	Physical Development	Literacy	Maths	Understanding of the World	Expressive Arts and Design
All About Me Autumn 1	- Settling in activities - Follow simple instructions - Speak in simple sentences - Share scrapbooks and facts - Making friends	- PSED – Positive relationships - PSED – Look What I can Do! - Express feelings - Seek help finding an adult - Use the toilet independently - Follow a simple instruction. - Take coat on and off. - Play alongside peers - Understand how to resolve conflict - Understand what makes a good friend - Gain confidence in making friends	- Introduction to PE: Unit 2	HFL - All are welcome (2 Weeks) Drawing Club - Elmer - Can I build another me? - Paper Dolls	- Getting to know you - Match, sort and compare - Talk about measure and patterns - It's me 1, 2, 3	- Kapow: Geography – Outdoor Adventures - Talk about their lives of the people them and their roles in society. - Know some similarities and differences things in the past and now, drawing on their experiences and what ahs been read in class. - Kapow focused on forest Friday. - Explore the natural world around them. - Understand some important processes and changes in the natural	- Kapow: Art and Design – Marvellous Marks (using a range of mark making tools, observational drawings and drawing a face). - Kapow: Music – Music and movement - Singing songs/rhymes - Pretend play - Mark-making - Create closed shapes with continuous lines and use these shapes to represent objects. - Use blocks and construction toys to build 'small worlds' - Respond to music with movement. - Develop storylines through role play.

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My Special People Autumn 2	- Use new vocabulary - Begin to answer how questions - Use simple connectives 'and', 'but' - Follow simple instructions - Retell a story	- PSED – Being Safe - Explain what happens if upset. - Understand ways to stay safe online - Eating safe foods - Road safety - Identify and name feelings - Follow simple instructions - Undress and dress independently for PE - Abide by classroom rules - Form closer friendships - Take turns	- Gymnastics GLL	HFL: My Grandpa Drawing Club: - Future Engineer - I want to be... - o Engineer - o Teacher - o Doctor - o Astronaut - o Firefighter Histoical: - Inventors who changed the world - Great women who changed the world -	- Circles and triangles - 1, 2, 3, 4, 5 - Shapes with 4 sides - Alive in 5	- Kapow: History – Peak into the past – See Literacy books - Discuss who is in their family and show some sense of their own history and personal achievements - Discuss similarities and differences between the past and present by comparing photographs – family - Toys from the past – link to Santa wish list. Get toys from Tullie house to compare.	- Kapow: DT – Seasonal Projects - The Nativity - Use a variety of media independently (chalk, paint, crayons, construction toys). - Talk about what they like or what they could improve about their creations. - Adapt constructions to achieve a desired outcome. - Use colours for purpose. - Re-tell familiar stories through use of puppets, toys or masks.

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Animals Spring 1	- Show attentive listening skills - Link listening to learning and understanding - Begin to ask 'why' questions - Use newly learnt vocabulary - Conduct simple back and forth conversation - Offer explanations that demonstrate an understanding on a topic or story.	- PSED – Me and My World - Begin to solve small conflicts - Follow simple two-step instructions - Dress and undress for PE independently. - Sort healthy food choices. - Discuss sensible choices. - Understand consequences of behaviour. - Show empathy. - Take turns. - Work on short activities independently. - Perseverance.	- Fundamental: Unit 2	- TBC	- Mass and capacity - Growing 6, 7, 8 - Length, height and time	- Kapow: Geography – Around the World - Use senses to explore natural materials and describe what they observe and hear. - Discuss the similarities and differences between our environment and that of another country. - Comparing cities and the countryside and desert and polar regions by making observations about characteristics of places in stories, photographs or in the school's grounds. - Expressing their likes and dislikes. - Discuss how we care for the natural world around us. - Compare and contrast materials. - Offer simple, logical explanations for what they have observed, eg. "Maybe it melted because the weather is warmer." - Discuss noticed changes in seasons.	- Kapow: Art and Design – Painting and mixed media (using different tools to paint, painting in the environment, painting to music, collage and group art). - Kapow: Music – Celebration Music - Return to and extend their creative learning, e.g. rebuild a tower, but make it more stable. Choose materials to achieve a goal based on their properties, e.g. selecting a plastic pot for a boat because it is waterproof. - Explain how they created something to their peers. - Discuss patterns they hear when listening to music. - Create their own beats with instruments/body percussion. - Begin to explore how we change a song/rhyme (e.g. words, tempo or volume to create a desired effect).
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<i>Journey and Celebrations</i> Spring 2	- Show attentive listening skills - Link listening to learning and understanding - Begin to ask 'why' questions - Use newly learnt vocabulary - Conduct simple back and forth conversation - Offer explanations that demonstrate an understanding on a topic or story	- <i>PSED – Working Together</i> - <i>PSED - How I feel?</i> - Begin to solve small conflicts - Follow simple two-step instructions - Dress and undress for PE independently. - Sort healthy food choices. - Discuss sensible choices. - Understand and discuss consequences of behaviour. - Show empathy. - Take turns. - Work on short activities independently. - Perseverance.	- Dance: Unit 2	- TBC	- Building 9 and 10 - Explore 3D shapes	- <i>Kapow: History – Adventures through time</i> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. - Explain some similarities and differences between life in this country and life in other countries.	- <i>Kapow: DT – Cooking: Soup</i> - Create more complex narratives in their pretend play, building on the contributions of their peers. - Produce more detailed representations (drawings, paintings and models) and discuss the features they have included.
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My Amazing Body Summer 1	ELG - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ELG - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG - Explain the reasons for rules, know right from wrong and try to	PSED – My Body PSED - Super Me ELG - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ELG - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG - Explain the reasons for rules, know right from wrong and try to behave accordingly. ELG - Manage their	- Ball Skills: Unit 2	- TBC	- To 20 and beyond - How many now? - Manipulate, compose and decompose - Sharing and grouping - Visualise, build and map - Make connections - Consolidation	- Kapow: Geography – Exploring Maps - Recognising features on maps (real or imaginary) - Creating imaginary maps for their traditional tale. - Using modelled directional vocabulary when describing features in the surrounding environment. - Beginning to look at and talk about maps in stories, non-fiction books, atlases and on globes. - Making observations about the characteristics of places in the stories – where is the scene set? And discussing how environment in the stories differ from where we live. - Ask questions about the world around them. - Changes in Seasons (Summer) - Using the light to create shadows – revisit from Nursery, deepen understanding.	- Kapow: Art and Design – Sculpture and 3D: Creation Station (Clay, playdough, 3D landscape art, animal sculptures). - Kapow: Music – Musical Stories - ELG-Safely explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - ELG-Share their creations explaining the processes they have used.
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	behave accordingly. ELG - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG - Work and play cooperatively and take turns with others. ELG - Form positive attachments to adults and friendships with peers. ELG - Show sensitivity to their own and to others' needs.	own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG - Work and play cooperatively and take turns with others. ELG - Form positive attachments to adults and friendships with peers. ELG - Show sensitivity to their own and to others' needs.					
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Our Natural World Summer 2	ELG - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ELG - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG - Explain the reasons for rules, know right from wrong and try to	PSED – Super Me PSED - Reach for the Stars ELG - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. ELG - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. ELG - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. ELG - Explain the reasons for rules, know right from wrong and try to behave	- Games: Unit 2	- TBC	Reception ELG's - ELG - Have a deep understanding of number to 10, including the composition of each number. - ELG - Subitise (recognise quantities without counting) up to 5. - ELG - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts - ELG - Verbally count beyond 20, recognising the pattern of the counting system. - ELG - Compare quantities up to 10 in different contexts,	- Show that we need to care for living things, e.g. watering plants and handling ducklings and insects carefully. - Changes in living things, weather and seasons. - Encourage interactions with the outdoors to touch, smell and hear the natural world with hands-on experiences. - Living things and habitats - ELG- Talk about the lives of people around them and their roles in society. - ELG-Know similarities and differences between then and now. Look back at their year in Reception. How have they changed and how has their local environment changed. - ELG-Understand the past through settings, characters and events in books. - ELG-Explore the natural world around them, making observations and drawing pictures. - ELG- Know similarities and differences between contrasting environments. - ELG-Understand the	Kapow: DT – Structures: Junk modelling - ELG- Make use of props and materials when role playing characters in narratives and stories. - ELG- Invent, adapt and recount narratives with their peers and teacher. - ELG- Sing a range of well-known nursery rhymes and songs. - ELG- Perform songs, rhymes and poems with others and (where appropriate) move in time with the music.
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