

RECEPTION LONG TERM PLANNING OVERVIEW

The topics we introduce are starting points for the children's play and learning and we are keen to develop topics following the children's interests and ideas. The topics that we cover are flexible and driven by the interests the children have in Reception. There are a lot of topic-linked learning opportunities available during child-initiated play, but the children are also able to access other resources if their interests and learning take them in other directions.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overarching Themes	Marvellous me!	Traditions and Celebrations	Out of this World	Who can help us?	How does your garden grow?	Happily, ever after (Transitions)
Predictable interests	<ul style="list-style-type: none"> Settling in All about me Family Growth and change Black history month 	<ul style="list-style-type: none"> Hibernation Autumn/seasonal change Remembrance Festivals and celebrations, Halloween, All Saint's Day, bonfire night, Christmas/ advent, Diwali, Polish all saint's day 	<ul style="list-style-type: none"> Winter Space (Astronauts) Dinosaurs 	<ul style="list-style-type: none"> People who help us Medical Dentist, oral hygiene Our community Fantasy land: fairies, pirates, etc. 	<ul style="list-style-type: none"> Easter/Spring Plants Growth, change and decay Bugs and minibeasts 	<ul style="list-style-type: none"> Traditional tales Life in other countries Summer/Travel and transport
Texts	<ul style="list-style-type: none"> Harry and the Dinosaurs go to School Colour Monsters go to School My History Who's in my Family Only One You The Same but Different Our Skin Little People big dreams: Rosa parks 	<ul style="list-style-type: none"> Funny Bones Room on the Broom The Squirrel Store Little Acorn We're Going on a bear Hunt It Was a Cold Dark Night The Jolly Christmas Postman The Nativity Story 	<ul style="list-style-type: none"> Stick Man Jack Frost Whatever Next (2 weeks) The Dinosaur There's a Dinosaur in Your Book 	<ul style="list-style-type: none"> Zog Dentist (Non-fiction text) Police (non-fiction text) Firefighters Helpers in our community (PP) Pirate Pete 	<ul style="list-style-type: none"> Paddington's Easter Egg Hunt Jasper's Beanstalk (2 weeks) Super worm Supertato 	<ul style="list-style-type: none"> The Three Little Pigs Little Red Riding Hood Goldilocks and the Three Bears Handa's Surprise The Train Ride Let's Go by Bus The Cautious Caterpillar (eBook)

Prime Areas	Communication and Language	<p>Early Learning Goals:</p> <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <p>Speaking</p> <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. <p>On entry children, all children are screened using the Wellcomm tool kit. Individual targets are set for each child's next steps in Listening Attention and Understanding. Also, next steps are set for Speaking. Throughout the year staff work on developing each child's own individual targets in these areas. Children are assessed and the NELI intervention programme is delivered. ON GOING NEXT STEPS FROM NURSERY ARE CONTINUED TO BE WORKED ON IN RECEPTION</p>
	Personal, Social and Emotional Development	<p>Early Learning Goals:</p> <p>Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 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. <p>Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.
	Links to PSHE Progression document	<p>When starting Reception each child is assessed in self-regulation and managing self and building relationships. The whole year in Reception we work on each individual child's starting point and plan opportunities to develop these aspects, for each individual child. Next steps are also produced for each child's health and self-care skills including toileting and feeding skills.</p> <p>We follow the SCARF scheme of work in line with the whole school to ensure children develop a strong sense of personal identity and learn to value diversity. As children's fascinations are evident and when children are naturally inspired by events e.g. birthdays, changes in season, weather, festivals/celebrations, new apps on the whiteboard etc., these will be explored and developed with the children linking to all aspects of understanding of the world.</p>
	Physical Development	<p>Early Learning Goals:</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others; Demonstrate strength, balance and coordination when playing; Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery Begin to show accuracy and care when drawing.

		<p>On entry to Reception each child is assessed using Development Matters for PD. Individual next steps are then produced for each child's gross motor skills, fine motor skills, handwriting skills (pencil control, copying pre-writing shapes and copying letters from their name). ON GOING NEXT STEPS FROM NURSERY ARE CONTINUED TO BE WORKED ON IN RECEPTION</p> <p>In Reception we also used the Lancashire Primary PE passport App. Which breaks down the fundamental movement skills into units of work and individual lesson plans. In the Autumn term these skills are covered outside with a focus each week based on the learning objective for each fundamental movement skill each week. In the Spring and Summer term the PE lesson plans are used as a basis for each PE lesson.</p> <p>In the Autumn term Go Velo (bicycle training providers) come into Reception to aid the children in their balance and peddle skills.</p>			
Specific Areas	Literacy	<p>Early Learning Goals:</p> <table><tr><td><p>Comprehension</p><ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</td><td><p>Word Reading</p><ul style="list-style-type: none">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.</td><td><p>Writing</p><ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed;Spell words by identifying sounds in them and representing the sounds with a letter or letters;Write simple phrases and sentences that can be read by others.</td></tr></table>	<p>Comprehension</p> <ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;Anticipate – where appropriate – key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	<p>Word Reading</p> <ul style="list-style-type: none">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.	<p>Writing</p> <ul style="list-style-type: none">Write recognisable letters, most of which are correctly formed;Spell words by identifying sounds in them and representing the sounds with a letter or letters;Write simple phrases and sentences that can be read by others.
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		<p>Phases 2, 3 & 4 phonics are taught throughout the whole year in Reception, using the Lancashire Red Rose Phonics Scheme. Stories are read to the children every day as well as singing rhymes. Oral comprehension skills are practised throughout the year and vocabulary is developed with each interest/book. Morning writing (independent & daily), guided writing (weekly) and writing opportunities are available throughout continuous provision.</p>			
		<p>Follow the Red Rose Phonics Scheme</p>			
<p>Guided reading/Story club sessions- daily whole class. Individual 1:1 reading + reading games (linked to letters and sounds)</p>					
	Mathematics	<p>Early Learning Goals:</p> <table><tr><td><p>Number</p><ul style="list-style-type: none">Have a deep understanding of number to 10, including the composition of each number;Subitise (recognise quantities without counting) up to 5;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</td><td><p>Numerical Patterns</p><ul style="list-style-type: none">Verbally count beyond 20, recognising the pattern of the counting system;Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</td></tr></table> <p>See EYFS Learning and Progression Steps for Reception Mastering Number</p>	<p>Number</p> <ul style="list-style-type: none">Have a deep understanding of number to 10, including the composition of each number;Subitise (recognise quantities without counting) up to 5;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	<p>Numerical Patterns</p> <ul style="list-style-type: none">Verbally count beyond 20, recognising the pattern of the counting system;Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	
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	Understanding the World	<p>Early Learning Goals:</p> <table><tr><td><p>Past and Present</p><ul style="list-style-type: none">Talk about the lives of the people around them and their roles in society;Know some similarities and differences between things in the past</td><td><p>People, Culture and Communities</p><ul style="list-style-type: none">Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;Know some similarities and differences between different religious and cultural communities in</td><td><p>The Natural World</p><ul style="list-style-type: none">Explore the natural world around them, making observations and drawing pictures of animals and plants;Know some similarities and differences between the natural world around them</td></tr></table>	<p>Past and Present</p> <ul style="list-style-type: none">Talk about the lives of the people around them and their roles in society;Know some similarities and differences between things in the past	<p>People, Culture and Communities</p> <ul style="list-style-type: none">Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;Know some similarities and differences between different religious and cultural communities in	<p>The Natural World</p> <ul style="list-style-type: none">Explore the natural world around them, making observations and drawing pictures of animals and plants;Know some similarities and differences between the natural world around them
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		<p>and now, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling 		<p>this country, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 		<p>and contrasting environments, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	
	Links to History Progression Document	<p>History Question: <i>What have been the important events in my life and my Family's Lives</i></p> <p>Talk about past and present events in their own lives and in lives of family members.</p> <p>Family history and the past – links to History Children to make their own personal time-line Black History month</p> <p>Order simple experiences in relation to themselves using everyday language related to time.</p>	<p>Look at similarities, differences, patterns and change between themselves and others, and among families, communities and traditions. Recognise and describe special times or events for family or friends.</p> <p>Develop understanding of growth, decay and changes over time.</p>	Understanding the past through stories – links to History			Countries of the world, different lifestyles, maps and globes – links to historical development.
	Links to Geography Progression Document		<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts.</p> <p>Explore outdoors during all four seasons Autumn (greater depth)</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explore outdoors during all four seasons Winter – greater depth)</p>	<p>Find out about the environment through people, places, photographs and local visits. Demonstrate awareness of maps in stories and maps of imaginary places. Create 3D maps using real objects. Talk and show awareness of features of the environment around school and in the local area (visits to the park/shop). Experience a range of sources including maps, photographs and magnifiers.</p>	The natural world and observing it – links to Geography	Countries of the world, different lifestyles, maps and globes – links to geographical development

	Links to Science Progression Document		Identify that it is Autumn, through observation of the changes outside. Understand which objects use batteries and which use mains electricity.	Know which parts of our bodies we use for each of our senses. Identify that it is Winter, through observation of the changes outside.		Know that plants need the sun, soil, water and light to grow. Identify that it is Spring through observation of the changes outside.	Explore plants and animals in the surrounding area. Explore the habitats of plants and animals in the local area. Identify that it is Summer through observation of the changes outside.
	RE	Why are Somethings Special? Why Do People Want To Gather Together To Celebrate Special times		Which Stories and Books are Special for Different things and Why How Do People Care for Their Special Things?		What is Special about The World? Where is My Special Place Why is It Special?	
		We follow the <i>EY Lancashire Sacre scheme</i> of work in line with the rest of school.					
	Expressive Arts and Design	Early Learning Goals: Creating with Materials <ul style="list-style-type: none">Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;Share their creations, explaining the process they have used;Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive <ul style="list-style-type: none">Invent, adapt and recount narratives and stories with peers and their teacher;Sing a range of well-known nursery rhymes and songs;Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.					
		These skills are on-going all year round. Opportunities are provided for art and designing and making. Individual next steps are produced to accelerate the progress in each child's learning. Being imaginative are covered all year.					
	Links to Art and design Progression Document	Artist focus: <i>Jackson Pollock</i> Rolling conkers, splattering fireworks Understand ‘who’, ‘what’, ‘where’ in simple questions when looking at a work of art		Artist focus: <i>Wassily Kandinsky</i> Cutting around shapes, circles and squares Understand ‘who’, ‘what’, ‘where’ in simple questions when looking at a work of art		Artist focus: <i>Michelle Reader</i> Junk modelling, art with found objects Understand ‘who’, ‘what’, ‘where’ in simple questions when looking at a work of art	
			Begin to show accuracy and care when drawing. (Drawing Club) Take fabrics and threads apart, eg. undo a knitted woollen jumper	Create simple printed repeating patterns with objects dipped in paint. Print with blocks of colour			
	Links to Design and Technology Progression Document	To create models that incorporate moving parts e.g. junk modelling, using mobile (Junk modelling and Construction resources i.e. Dulpo ALWAYS AVAILABLE)	To roughly chop (using safety knives) i.e. carrots (cut and scoop Pumpkins – Carrots are used throughout the year at various times in the role play area)	Freestanding structures (rockets)	To practise stirring, mixing, poring and blending ingredients during cooking activities. (assist in the making of playdough)	Planting from seed to plate: Potatoes, spring onions, beetroot and carrots.	Variety of fabrics are used to collage within the creative areas. (Traditional tale characters using variety of textured fabrics)

	Links to Music Progression Document	We follow the <i>Hullabaloo</i> Music Scheme				
TRIPS/ WALKS/ VISITORS		WALK: Autumn	WALK: Winter Life Education Bus	WALK: Post Office WALK: Fire station VISITORS: Police Nurse	WALK: Spring Pond: environment in and around the pond	WALK: Summer VISIT: Farm