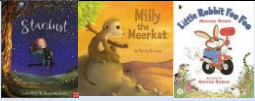







## Prior's Mill CE Primary School Reception Long Term Plan

|   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1  | Summer 2  |
|---|---|--|---|---|---|---|
| Theme                                     | <b>What Makes Me Special?</b>   | <b>Let's Celebrate!</b>  | <b>Do you have a favourite Story?</b>   | <b>The Gruffalo</b>   | <b>Life Cycles/Mini-Beasts</b>  | <b>Journeys</b>   |
| Key Texts                                 |    |   |   |    |    |    |
| Personal Social and Emotional Development | Make friends, share, take turns and work together<br>Feelings and emotions<br>Hand hygiene, independent toileting, including wiping.<br>Prior's Promise, skills and talents<br>Class routines<br>Dress and undress with support for PE                                      |  | Further develop friendships and relationships with adults<br>Explore artefacts and texts to explore other religions and beliefs<br>Adapt behaviour and emotions when attending a large gathering e.g. worship<br>The Mustard Seed parable<br>Dress and undress independently for PE sessions  |   | Prepare for the transition into Year1<br>Consider the thoughts and ideas of others<br>Understand actions and words affect others<br>Children to speak in a variety of situations<br>Develop children's confidence when expressing their own ideas   |   |
| Physical Development                      | Line up and queue when moving around school<br>Carry tray with a plate at lunchtime<br>Fine motor skill development<br>Comfortable pencil grip<br>Weekly yoga sessions  |  | Use a knife and fork when cutting food and carry their tray with a plate and cup at lunchtime.<br>Weekly PE sessions (spatial awareness/travelling in a variety of ways)<br>I-Wall to develop hand eye coordination ball games<br>Form graphemes correctly when writing independently<br>Healthy eating and toothbrushing<br>Visit from the dentist |   | Dance and gymnastics skills<br>Gross motor skill development<br>Team games<br>Letter formation, forming upper- and lower-case letters correctly<br>Visit from the school crossing patrol<br>Visit from police (road and pedestrian safety)  |   |
| Communication and Language                | Familiar role play<br>Retell familiar stories through play.<br>Use new vocabulary linked to our Prior's Promise.<br>Explore fact files about animals.<br>Talk about stories, the main characters, settings, predict what might happen next etc.<br>Favourite nursery rhymes |  | Story based role play<br>Non-fiction texts, asking who, what, when, why, how questions.<br>Familiar stories to discuss characters, setting, sequence events and make predictions<br>Talk about new and familiar stories<br>Story language: once upon a time, one day, they lived happily ever after   |   | Non-fiction books, information sheets and use the internet to find information supported by an adult<br>Talk about stories, focussing on main events, characters, feelings and setting<br>Predict what could happen next in a story<br>Talk and ask questions about life cycles and how things happen |   |
| Literacy                                  | Recognise phonemes<br>Oral blending<br>Basic book skills – front cover, blurb, title, author, illustrator etc.<br>Recognise and write first name<br>Segment to write cvc words<br>Write labels<br>Begin to form lower case letters  | Read some sight words<br>Blend to read using phonic knowledge to read phrases<br>Write lists and phrases<br>Use finger spaces<br>Continue correct letter formation for graphemes.<br>Begin to write between/on lines | Begin to read simple sentences<br>Book skills including language related to non-fiction books.<br>Practice letter formation<br>Write simple sentences using finger spaces<br>Begin to form capital letters correctly  | Read sentences<br>Reread familiar and favourite stories<br>Write simple sentences using finger spaces correctly<br>Use capital letters and full stops<br>Use connective 'and' to join ideas together when writing<br>Form capital letters correctly | Read sentences and discuss what they have read<br>Write an extended sentence using adjectives and time words (instructions)<br>Use a capital letter and full stop correctly<br>Share independent writing with peers and adults  | Read and write extended sentences using a range of connectives e.g. and/so/but<br>Write simple recounts and short narratives<br>Form upper and lower case letters correctly |
| Mathematics                               | Count and make sets within 10<br>Subitise to 5<br>More and less<br>Repeating patterns a/b/a/b<br>Length   | Composition of numbers to 5<br>Introduce number bonds for 5<br>2D shapes<br>Compose and decompose shapes<br>Tessellation<br>One more and one less  | Composition of numbers 5, 6, 7 and 8<br>Number bonds for 5<br>Double facts to 5<br>Combine 2 groups of objects<br>Count beyond 10<br>Explore patterns in numbers e.g. Odd and even numbers<br>Capacity  | Composition of 9 & 10<br>Number bonds for 10<br>Subitise to 10<br>3D shapes<br>Repeating patterns a/b/b/a/b/b<br>Weight   | Numbers beyond 20<br>Patterns in numbers<br>Double facts to 10<br>Number bonds for 5 and 10<br>Addition and subtraction skills<br>More and less<br>Subitise   |   |

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|----------------------------|--|---|--|---|--|--|
| Understanding the World    | Autumn<br>Harvest and farmers<br>Local environment (School building, Clifton Avenue, local landmarks)<br>Family and special people                       | Winter<br>History of Bonfire Night<br>Fire safety (Firefighters visit)<br>Hindu festival of Diwali<br>Nativity story and Christmas<br>Characters and Settings from the past | Winter and Spring<br>Chinese New Year<br>Images, objects, and characters from the past<br>Program the Codeapillar<br>Create simple maps  |   | Summer<br>Life cycles (human, frog, butterfly, plant) and basic needs  | Islamic festival of Eid<br>Localities England and London.<br>Other countries of interest<br>Research the weather, animals, environment etc.<br>Interpret and create maps |
| Expressive Arts and Design | Nursery rhymes and favourite songs<br>Paint, colour mixing, printing and textures<br>Open ended craft resources<br>Artist Andy Goldsworthy (Natural Art) | Sing in a large group<br>Joining techniques (Sellotape, masking tape, glue, staple)<br>Cutting skills<br>Artist Henri Matisse (Collage Christmas card project)              | Listen to a range of music and respond<br>Percussion instruments<br>Short songs, new nursery rhymes and chants.<br>Painting<br>Joining techniques (split pin, ties)<br>Plan and design skills<br>Artist Van Gogh Sunflowers (Painting with different media for a purpose - Mother's Day/Easter Card project) |   | Collaborate with others<br>Evaluate products made<br>Artist Picasso (faces – using a range of materials playdough, clay, salt dough) | Perform songs to an audience<br>Evaluate and improve craft projects refining joining and cutting techniques.   |
| RE                         | <b>Christianity</b><br>Being special: where do we belong?  | <b>Christianity</b><br>Why do Christians perform Nativity plays at Christmas?   | <b>Christianity &amp; Islam</b><br>Which stories are special and why?<br>Explore special books from both faiths and share children's bible and Quran stories.  | <b>Christianity</b><br>Why do Christians put a cross in an Easter garden? | <b>Islam</b><br>How do Muslims show they belong?<br>Mosque, traditional dress, the Quran and the 5 Pillars of Islam.                 | <b>Thematic</b><br>Which places are special and why?   |
| Enrichment                 | Parent workshop<br>Parent Phonics/Early Reading meeting  | Fire service visit<br>Nursery Rhyme week<br>Reverend Radley – Christmas<br>Christmas Performance for parents<br>Christmas bedtime story session                             | Dentist visit<br>Educational visit linked to a story e.g. Hardwick Park<br>Easter Celebration for Parents<br>Parent Easter workshop<br>Easter bedtime story session<br>Mother's Day<br>Valentine's Day<br>Science week<br>National Careers week  |   | Crossing Patrol visit<br>Police visit<br>Tadpoles<br>Caterpillars  | New teacher visits<br>Visits to new classroom<br>End of EY Graduation for Parents  |