
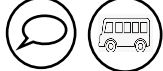
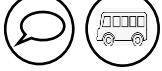
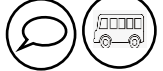
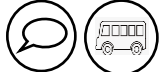
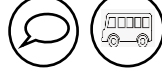
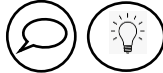

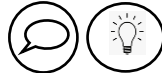



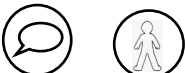
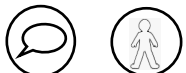












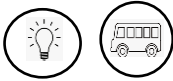


































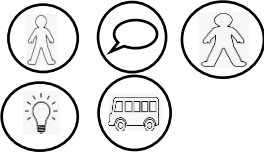

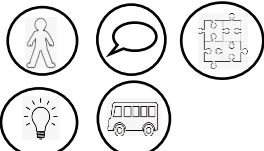
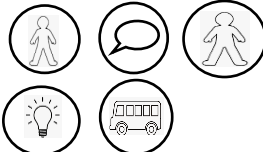










## Reception Long Term Plan

	Autumn 1 Autumn Leaves	Autumn 2 Let's go on a Journey	Spring 1 Explorers	Spring 2 Spring Has Sprung	Summer 1 Superheroes	Summer 2 Beside the seaside
Phonics	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
English	<p><u>Core Text:</u> Peace at Last by Jill Murphy</p> 	<p><u>Core Text:</u> I'm going to eat this ant</p> 	<p><u>Core Text:</u> Let's all creep through crocodile creek</p> 	<p><u>Core Text</u> The Pirates are coming</p> 	<p><u>Core Text</u> Gigantasaurus</p> 	<p><u>Core Text</u> The Sea Saw</p> 
Maths	<p><b>WRM</b></p> <ul style="list-style-type: none"> <li>Match, Sort and Compare</li> <li>Talk about measure and patterns</li> </ul> 	<p><b>WRM</b></p> <ul style="list-style-type: none"> <li>It's me 1, 2, 3</li> <li>Circles and triangles</li> <li>1,2,3,4,5 Shapes with 4 sides</li> </ul> 	<p><b>WRM</b></p> <ul style="list-style-type: none"> <li>Alive in 5</li> <li>Mass and capacity</li> <li>Growing 6, 7, 8</li> </ul> 	<p><b>WRM</b></p> <ul style="list-style-type: none"> <li>Length, height and time</li> <li>Building 9 and 10</li> <li>Explore 3D shapes</li> </ul> 	<p><b>WRM</b></p> <ul style="list-style-type: none"> <li>Explore 3D shapes</li> <li>To 20 and beyond</li> <li>How many more</li> <li>Manipulate, compose and decompose</li> </ul> 	<p><b>WRM</b></p> <ul style="list-style-type: none"> <li>Sharing and grouping</li> <li>Visualise, build and map</li> <li>Make connections</li> </ul> 
Communication and Language	<ul style="list-style-type: none"> <li>Engage in story times</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocab</li> <li>Develop social phrases</li> <li>Listen carefully to rhymes paying attention to how they sound</li> <li>Engage in non-fiction books</li> </ul> 	<ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocab</li> <li>Engage in story times</li> <li>Engage in non-fiction books</li> </ul> 	<ul style="list-style-type: none"> <li>Use new vocabulary throughout the day</li> <li>Articulate their ideas and thoughts</li> <li>Describe events in some detail</li> <li>Listen to and talk about stories to build familiarity an understanding.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul> 	<ul style="list-style-type: none"> <li>Use new vocabulary throughout the day</li> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Describe events in some detail</li> <li>Listen to and talk about stories to build familiarity an understanding</li> <li>Connect one idea or action to another using a range of connectives</li> <li>Learn rhymes, poems and song</li> </ul> 	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences</li> <li>Use new vocabulary in different contexts</li> <li>Ask questions to find out more and to check they understand what has been said to them</li> <li>Use talk to help work out problems and organised thinking and activities</li> <li>Explain how things work and why they happen</li> <li>Connect one idea or action to another using a range of connectives</li> <li>Retell the story once they have developed a deep familiarity with the text: some as exact repetition</li> </ul> 	<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts</li> <li>Ask questions to find out more and to check they understand what has been said to them</li> <li>Connect one idea or action to another using a range of connectives</li> <li>Retell the story once they have developed a deep familiarity with the text: some as exact repetition</li> </ul> 

<b>Personal, Social and Emotional Development</b>	<b>Jigsaw</b> <b>Being Me in My World</b>  School Value – Kindness 	<b>Jigsaw</b> <b>Celebrating Differences</b>  School Value - Responsibility 	<b>Jigsaw</b> <b>Dreams and Goals</b>  School Value- Honesty 	<b>Jigsaw</b> <b>Healthy Me</b>  School Value – Trust 	<b>Jigsaw</b> <b>Changing Me</b>  School Value - Resilience 	<b>Jigsaw</b> <b>Relationships</b>  School Value - Ambition 
<b>Physical Development</b>	<ul style="list-style-type: none"> <li>• To travel on hands and feet.</li> <li>• To roll in a variety of ways.</li> <li>• To use an underarm and over arm throw with increasing accuracy.</li> </ul> 	<ul style="list-style-type: none"> <li>• To make a range of shapes on small body parts.</li> <li>• To travel in a range of ways and negotiate space successfully.</li> <li>• To throw with increasing accuracy underarm.</li> <li>• To overarm for distance.</li> <li>• To perform a range of gymnastic rolls.</li> <li>• To move freely and with confidence when rolling.</li> <li>• To perform a range of gymnastic jumps.</li> <li>• To balance on one leg.</li> <li>• To balance on a range of small body parts.</li> <li>• To climb with confidence under, over and through climbing equipment.</li> </ul> 	<ul style="list-style-type: none"> <li>• To perform the basic skill of jumping.</li> <li>• To travel over, under and through climbing equipment.</li> <li>• To travel over, under and through balance and climbing equipment.</li> <li>• To catch a large sponge ball.</li> <li>• To catch with increasing accuracy.</li> <li>• To roll in a variety of ways.</li> </ul>  	<ul style="list-style-type: none"> <li>• To jump and land appropriately.</li> <li>• To experiment with different ways of travelling; shuffling, running, jumping, skipping, sliding and hopping.</li> <li>• To climb under and over through climbing equipment.</li> <li>• To experiment with different ways of travelling on hands and feet.</li> </ul> 	<ul style="list-style-type: none"> <li>• To travel in a variety of ways.</li> <li>• To adjust speed and direct to avoid obstacles.</li> <li>• To show increasing control over an object pushing it.</li> <li>• To perform a variety of gymnastic rolls.</li> <li>• To over arm throw for distance.</li> <li>• To climb nursery, play climbing equipment.</li> </ul> 	<ul style="list-style-type: none"> <li>• To balance on small body parts.</li> <li>• To travel on hands and feet.</li> <li>• To show increasing control over an object pushing and patting it.</li> <li>• To perform a variety of gymnastic rolls.</li> <li>• To show increasing control over an object pushing and patting it.</li> <li>• To underarm throw with some accuracy.</li> </ul> 

Understanding The World	<ul style="list-style-type: none"> <li>• Explore the natural world around us.</li> <li>• Describe what we can see, hear and feel whilst outside</li> <li>• Understand the effect of changing seasons on the natural world around us</li> </ul>					
	<ul style="list-style-type: none"> <li>• Understand the effect of changing season on the world around them</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Explore the natural world around them.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that some environments are different to the one in which they live</li> <li>• Drawing information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories including figures from the past</li> <li>• Recognise that some environments are different to the one in which they live</li> <li>• Drawing information from a simple map</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of changing season on the world around them</li> <li>• Compare and contrast characters from stories including figures from the past</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Explore the natural world around them</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people that are familiar to them.</li> <li>• Comment on images of familiar situations in the past</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Exploring/ observing the natural world</li> <li>• Seaside environment and Marine life- how is it different to where we live</li> </ul>
	  	  	  	  	  	  
	 	 	 	 	 	 

Expressive Arts and Design	<p><b>Kapow Art</b></p> <p><b>Marvellous Marks</b></p> <p>Exploring mark making through different drawing materials. Beginning to draw from observation using faces and self-portraits as a stimulus.</p> 	<p><b>Kapow Art</b></p> <p><b>Let's Get Crafty</b></p> <p>Developing cutting, threading, joining and folding skills through fun, creative craft projects.</p> 	<p><b>Kapow Art</b></p> <p><b>Paint My world</b></p> <p>Exploring paint and painting techniques through nature, music and collaborative work. Developing creativity through child-led exploration of mixed-media, making collages and transient art</p> 	<p><b>Kapow Art</b></p> <p><b>Creation Station</b></p> <p>Exploring the sculptural qualities of malleable materials and natural objects; developing the use of tools and joining techniques; designing and making clay animal sculptures.</p> 	<p><b>Kapow DT</b></p> <p><b>Junk Modelling</b></p> <p>In this unit, pupils explore and learn about various types of permanent and temporary join. They are encouraged to tinker using a combination of materials and joining techniques in the junk modelling area.</p> 	<p><b>Kapow DT</b></p> <p><b>Soup</b></p> <p>In this unit, children explore the differences between fruits and vegetables using their senses (taste, texture, smell etc.). They listen to the story 'The best pumpkin soup' and discuss the key ingredients the characters used before developing a class-based vegetable soup recipe.</p> 
	<p><b>Kapow Music</b></p> <p>Exploring Sound: Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment.</p>	<p><b>Kapow Music</b></p> <p>Celebration Music: Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas</p>	<p><b>Kapow Music</b></p> <p>Music and Movement :Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p>	<p><b>Kapow Music</b></p> <p>Musical Stories: A unit based on traditional children's' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters</p>	<p><b>Kapow Music</b></p> <p>Transport: A unit where children will be using voices, bodies and instruments to explore different types of transport, identify and mimic transport sounds and interpret and perform a simple score</p>	<p><b>Kapow Music</b></p> <p>Big Band: Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience.</p>

<p>Enrichment</p>	<p>Pyjama day Owl visit Park Visit Forest School Bear Hunt</p> 	<p>Post Office Trip Post a letter to the Elves Christmas Activities (Panto, Carols round the tree)</p> 	<p>Take a Trip – Trip Make a vehicle Map Walk Chinese New Year</p> 	<p>Pirate Discovery Chick Rearing Wormery Bring Yer' Wellies</p> 	<p>Celebration Superhero Day Community Engagement Mystery Mail</p> 	<p>Beach trip Treasured Toy Day Summer Activities</p> 
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