



# Long Term Planner

# Reception

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Trips/Visitors</b>		Police	Theatre		Mini- monsters	Horsford Park
<b>Passport Experiences</b>	Choose a book from the school library	Learn how to get help - 999	Taste local honey	Hold a religious artefact	Hold a creepy crawly	Watch actors on a stage Play on Horsford Park Ride a scooter
<b>English: Power of reading core text</b>	The Gruffalo	Little Red Riding Hood	Blue Penguin	There is no PoR focus week this half term but there are two in Summer 2.	Please Mr Magic Fish	TBC (Nebula Reading Week)  Beware of the crocodile
<b>Complimentary POR texts</b>	Stanley's Stick The fox and the star	The pet potato	Handa's Surprise Anna Hibiscus Song Astro Girl	Harry and the bucketful of dinosaurs The boy who lost his Bumble	Yucky Worms Aaaaaaaagh Spider What the ladybird heard Where the wild things are We are going to find the monster Bedtime for monsters How to find gold Billy's bucket	Errol's garden I will never, not ever eat a tomato
<b>Writing focus</b>	Name Writing	Initial sounds in words	CVC	Captions/labels	Sentences	Sentences
<b>Guided Reading</b>	1:1 reading weekly with either Teacher or TA	1:1 reading weekly with either Teacher or TA	1:1 reading weekly with either Teacher or TA	1:1 reading weekly with either Teacher or TA	1:1 reading weekly with either Teacher or TA	1:1 reading weekly with either Teacher or TA
<b>Philosophy</b>		No-Bot Little Red Riding Hood The story of the first Christmas	Handa's Surprise Kindness Grows	Farmyard Hullabaloo Dear Dinosaur	Please Mr Magic Fish My big book of transport	Reading Week Jack and the beanstalk Beware of the crocodile Transition
<b>Phonics</b>	Phonics will be taught daily following the Nebula SSP					
<b>Mathematical Development Number and numerical pattern NC – Maths</b>	Matching, sorting and comparing objects Measure and patterns Representing, comparing and composition of 1, 2, 3.	Exploring circles and triangles Representing numbers to 5 One more and one less Shapes with 4 sides	Introduce zero Find, subitise and Represent 0-5 Comparing numbers to 5 Composition of 4 and 5 Compare mass and capacity 6, 7 and 8 Combining 2 amounts Making pairs-odd and even	Length and height Time Counting to 9 and 10 Comparing numbers to 10 Bonds to 10 Doubles to 10 Odd and even 3D shapes	Building numbers to beyond 10 Exploring patterns beyond 10 Adding more Taking away Rotate and manipulate shapes Compose and decompose shapes 2D and 3D shapes	Sharing and grouping Patterns and relationships Money Time Positions



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			Combining 2 groups Doubles to 8			
<b>Understanding the World NC - Science</b>	<b>The Three Little Pigs</b> Investigate materials – e.g. read 'The Three Little Wolves and the Big Bad Pig'. <b>describe, different, similar, sort</b> <b>Autumn</b> Changing seasons – Summer to Autumn <b>changes, describe, observation seasons, senses</b>	<b>Vehicles</b> Test vehicles on different ramps – racing monster trucks on different textures. <b>investigate, observation, test</b> <b>A Great Big Cuddle</b> Changing seasons – Autumn to Winter <b>changes, describe, observation seasons, senses</b>	<b>Antarctica</b> Observe ice changing state. <b>test, investigate, observation</b>  Exploring & comparing environment - respond to illustration and visualisation <b>changes, describe, different, environment, observation</b>	<b>Spring has Sprung</b> Changing Seasons – Winter to Spring <b>changes, describe, observation seasons, senses</b>	<b>Minibeasts</b> Lifecycle of a Frog. <b>animals, changes, describe</b>	<b>Pirates</b> Explore floating & sinking with a simple test – (make prediction), test (and record findings). <b>describe, investigate, observation, sort, test</b>
<b>Understanding the World NC -History</b>		<b>Remembrance</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.		<b>First moon landing</b> Understand the past through settings, characters and events encountered in books read in class and storytelling. <b>Old and new bikes</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class		<b>Toys</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
<b>Understanding the World NC - Geography</b>	<b>World Stories</b> Make comparisons between places in this country and others, recognise different environments to where they live. <b>country, different, similar, map, weather, world</b>	<b>Divali</b> India – make comparisons between places in this country and others, recognise different environments to where they live. <b>country, different, similar, map, weather, world</b> <b>Christmas</b> How Christmas is celebrated around world – recognise some similarities & differences between life in this country and in other countries.	<b>Antartica</b> Exploring & comparing environment - respond to illustration and visualisation <b>describe, different, environment, map, observation, weather, world</b> <b>Easter</b> How Easter is celebrated around the world – recognise some similarities & differences between life in this country and in other countries. <b>country, different, similar, world</b>	<b>Jack and the Beanstalk</b> Explore the natural environment around them.  <i>Link to science</i> <b>describe, environment, observation</b>	<b>Dragons and Knights</b> China – make comparisons between places in this country and others, recognise different environments to where they live. <b>country, different, similar, map, weather, world</b>	<b>Three Little Pigs</b> Explore homes in different parts of the world – recognise some similarities & differences between life in this country & life in other countries & make comparisons <b>country, describe, different, similar, observation, weather, world</b> <b>Pirates</b> Draw a treasure map – explore the use of a map, identify what a map is and



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		<i>country, different, similar, world</i>				draw simple maps of their immediate environment. <i>describe, map, environment, observation</i>
<b>Expressive Art and Design</b> NC - ART	<b>Painting</b> World art – e.g. African, Aboriginal etc. <i>describe, feel, lines, shapes, tools</i> <b>Painting</b> Colour mixing to paint a rainbow, use different tools to apply the paint. <i>colour-mixing, lines, print, tools</i> <b>Printing</b> Leaf prints and rubbings, mixed-media creations. <i>print, rubbing, texture</i>	<b>Painting</b> Firework flick art e.g. Jackson Pollock <i>tools, describe, feel</i>	<b>Collage</b> Icy collage with a focus on using different textures & colours. <i>collage, textures, shapes, tools</i>  Learn about/ appreciate artists who express emotion effectively, e.g. Alison Wilding, Willem de Kooning, Franz Kline, Robert Motherwell or Hans Hofmann. <i>describe, feel</i>	<b>Painting</b> Roy Lichtenstein's 'Benday dot' pop art (finger painting). <i>colour mixing, print</i>	<b>Drawing</b> Insects or mini beasts. <i>lines, shapes, tools</i>	<b>Drawing</b> Fruits and vegetables observational drawing. <i>lines, shapes, tools</i>
<b>Expressive Art and Design</b> NC - DT	<b>Three Little Pigs</b> <b>Make</b> a strong house using the foam bricks, over-lapping to make stronger. <i>plan, materials, join</i>	<b>Robots</b> <b>Design and make</b> your own junk model robot – joining techniques. <i>ideas, join, materials, safely, tools</i>	<b>Monsters</b> <b>Design &amp; make</b> a monstrous mask! <i>creations, describe, ideas, join, materials, plan, safely, tools</i>	<b>Superheros</b> <b>Make</b> a cloak with super-hero decorations taped on. <i>describe, ideas, join, materials, safely, tools</i>	<b>Minimonsters</b> <b>Make</b> a model bug with pipe-cleaner legs that move; evaluate. <i>join, safely, tools, describe</i>	
<b>Physical Development</b> NC - PE	Reception take part daily in physical activities developing both their fine and gross motor skills through accessing the continuous provision both indoors and outdoors. They have a weekly PE lesson throughout Summer 2.					
				<b>Superheroes</b> Gym equipment – heroes <i>safely, balance, big-movement</i>	<b>Minibeasts</b> Ugly bug Ball (dancing) <i>dance, big-movement,</i>	<b>Olympics</b> Sports Day Healthy eating <i>healthy, unhealthy, big-movement, safely</i>
<b>Understanding the World</b> NC - RE	<b>Christianity</b> <b>How do Christians belong to their faith family?</b> Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews; Recognise some of the symbols, artefacts and	<b>Christianity</b> <b>What does the Nativity story teach Christians about Jesus?</b> Give a clear, simple account of at least one narrative, story or important text used by Christians; recognise that narratives, stories and texts used by	<b>Judaism</b> <b>Why do Jews celebrate Passover (Pesach)?</b> Recognise that people have different beliefs and that some people follow religions and others non-religious worldviews; recognise some of the symbols, artefacts and practices used by Jewish people in the local area; recognise that beliefs can have an impact on a Jew's daily life, their family or local community.		<b>Christianity</b> <b>What does the cross mean to Christians?</b> Give a clear, simple account of the Easter story; recognise that the Easter story contains beliefs; give an example of how Christians use beliefs to guide their daily lives.	<b>Christianity/Multi</b> <b>How did the universe come to be?</b> Ask questions about the world around them and talk about these questions; give a simple reason using the word 'because' when talking about religion and belief; use religious and belief stories to



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	practices used by Christians in the local area; recognise that beliefs can have an impact on a believer's daily life, their family or local community.	Christians contain beliefs; give an example of how Christians use beliefs to guide their daily lives.				talk about how beliefs impact on how people behave; recognise that beliefs can have an impact on a believer's daily life, their family or local community.
<b>Expressive Art and Design NC - Music</b>	<p><b>Weekly</b></p> <p>'Rhyme Time' – 'I wonder what songs we'll sing today? I wonder what songs we'll sing today? There are lots of lovely songs and they're on some lovely logs, I wonder what songs we'll sing today?'</p> <p><i>sing, song, perform</i></p> <p><b>Noah's Ark</b></p> <p>Songs:</p> <p>'I Can Sing a Rainbow'</p> <p>'I Hear Thunder'</p> <p>'It's Raining, It's Pouring'</p> <p><i>sing, song, perform</i></p> <p><b>Divali</b></p> <p>Indian music appreciation &amp; sharing opinions.</p> <p><i>describe, feel, instrument</i></p>	<p><b>Weekly</b></p> <p>'Rhyme Time' – 'I wonder what songs we'll sing today? I wonder what songs we'll sing today? There are lots of lovely songs and they're on some lovely logs, I wonder what songs we'll sing today?'</p> <p><i>sing, song, perform</i></p> <p><b>People who help us</b></p> <p>Songs:</p> <p>'London's Burning'</p> <p>'Miss Polly Had a Dolly'</p> <p>'Dr Foster'</p> <p><i>sing, song, perform</i></p> <p><b>Christmas Songs</b></p> <p>Traditional Songs</p> <p><i>sing, song, perform</i></p>	<p><b>Weekly</b></p> <p>'Rhyme Time' – 'I wonder what songs we'll sing today? I wonder what songs we'll sing today? There are lots of lovely songs and they're on some lovely logs, I wonder what songs we'll sing today?'</p> <p><i>sing, song, perform</i></p> <p><b>Monsters</b></p> <p>Compose/perform 'monster' music.</p> <p><i>compose, instrument, perform, fast, loud, quiet, slow</i></p> <p><b>Love is all around</b></p> <p>Song: 'Love is Something if you Give it Away'</p> <p><i>sing, song, perform</i></p>	<p><b>Weekly</b></p> <p>'Rhyme Time' – 'I wonder what songs we'll sing today? I wonder what songs we'll sing today? There are lots of lovely songs and they're on some lovely logs, I wonder what songs we'll sing today?'</p> <p><i>sing, song, perform</i></p> <p><b>Space</b></p> <p>Listening to planets music and share opinions / how they feel.</p> <p><i>describe, feel</i></p> <p>Song: 'Five Astronauts...'</p> <p><b>Goldilocks</b></p> <p>Song: 'When Goldilocks Went to the House of the Bears'</p> <p><i>sing, song, perform</i></p>	<p><b>Weekly</b></p> <p>'Rhyme Time' – 'I wonder what songs we'll sing today? I wonder what songs we'll sing today? There are lots of lovely songs and they're on some lovely logs, I wonder what songs we'll sing today?'</p> <p><i>sing, song, perform</i></p> <p><b>Minibeasts</b></p> <p>Songs:</p> <p>'Ugly Bug Ball'</p> <p>'There's a worm at the bottom of the garden'</p> <p>'Incey wincey Spider'</p> <p>'Five Little Speckled Frogs'</p> <p><i>sing, song, perform</i></p>	<p><b>Weekly</b></p> <p>'Rhyme Time' – 'I wonder what songs we'll sing today? I wonder what songs we'll sing today? There are lots of lovely songs and they're on some lovely logs, I wonder what songs we'll sing today?'</p> <p><i>sing, song, perform</i></p> <p><b>Olympics</b></p> <p>Sing and practise rhythmic patterns with 'Heads, Shoulders, Knees &amp; Toes'</p> <p><i>pattern, perform, song, sing, fast, slow</i></p>
<b>COMPUTING</b>	<p><b>E-Safety</b></p>	<b>Digital Photos &amp; Videos</b> Green Screen by Do Ink	<b>E-Safety</b>	<b>Early Programming</b> What is programming? Wonderblocks lessons.	<b>E-Safety</b>	<b>Computer Discovery</b> Parts of a computer song.
	<b>Digital Art &amp; Design</b> 'Jackson Pollock colouring' Plus... 'Dress Up', 'Design a Robot' or 'Make a Cake'...		<b>Digital Technology to support Early Mathematics &amp; Literacy</b> Introduce ICT Games, Phonics Bloom etc.		<b>Early Programming</b> Wonderblocks lessons. Exploration with Beebots etc.	
<b>Personal, Social and Emotional Development PSHE</b>	<p><b>School Rules</b></p> <p>our rules are there to keep us all feeling happy, safe and respected.</p> <p><b>We Are a Class</b></p>	<p><b>How Are You?</b> exploring comfortable and uncomfortable feelings &amp; what to do.</p> <p><b>Bubble, Bubble, POP! 1</b></p>	<p><b>Values</b></p> <p>Our school values help us to remember to be the best we can be:</p> <p><b>Compassion</b></p>	<p><b>Friends United</b></p> <p>Making and developing friendships.</p> <p><b>Kindness Grows</b></p>	<p><b>Keeping Fit</b></p> <p>choices about looking after their bodies. Making safer choices about their body and exercise.</p>	<p><b>Aiming High</b></p> <p>exploring setting goals. Looking at achievements so far and the attitude needed for success.</p>



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	<p>Class rules and routines. 'Choose it, use it and put it away. Learning about how positive behaviour helps us all to learn.</p> <p><b>Compliments 1</b> What is a 'compliment'? Recognising and sharing things we like about ourselves and others.</p> <p><b>NSPCC PANTS</b> Some things are private; some places are private.</p>	<p>How can we manage Uncomfortable feelings?</p> <p><b>Compliments 2</b> Tell me about your greatness! Exploring positive words to describe.</p> <p><b>Bubble, Bubble, POP! 2</b> How Could We Manage Uncomfortable feelings?</p>	<p>What does being 'Compassionate', mean? Link to school/class rules.</p> <p><b>Courage</b> What does being 'Courageous' mean? Link to school/class rules.</p> <p><b>Responsibility</b> What does being 'Responsible' mean? Link to school/class rules. Consequences of actions.</p>	<p>being caring towards others makes them <i>and</i> us feel better.</p> <p><b>Compliments 3</b> Recognising our own and others' different strengths and abilities and celebrating them. Being proud of ourselves/others.</p>	<p><b>Sleep, Wash, Repeat!</b> choices about looking after their bodies. Making choices about sleep and cleanliness.</p> <p><b>Five a Day!</b> Exploring diet and healthy eating choices.</p>	<p><b>Don't Stop Believing (In Yourself)</b> You can do it, keep trying!</p> <p><b>Looking After <u>All</u> of Ourselves</b> choices we make and thinking positively or negatively can affect how we feel on the inside.</p>
<p><b>Personal, Social and Emotional Development</b> <b>RSHE</b></p>	<p><b>My Feelings</b> Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.</p>	<p><b>My Body</b> know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.</p>	<p><b>My Relationships</b> Pupils understand that there are similarities and differences between everyone and can celebrate this.</p>	<p><b>My Beliefs</b> Pupils can recognize what they like and dislike and feel empowered to make real, informed choices.</p>	<p><b>My Rights and Responsibilities</b> Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.</p>	<p><b>Asking for help</b> Pupils can identify the special people in their lives, what makes them special and how special people care for one another.</p>