Derwent & Southill Reception Classes Long Term Plan
Year A

Reception Long Term Plan – (Year A)							
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Early Learning Goals	Down in the Woods Woodland Campfire 7.6 Weeks	Pirate Adventures Treasure Hunt 7 Weeks	People Who Help Us Emergency Services 5.8 Weeks	Fabulous Farms Herrings Green Activity Farm 6 Weeks	Marvellous Minibeasts Safari Stu 5.6 Weeks	Beside the Sea A Day at the Beach 7 Weeks
Books for Topic		Gruffalo – Julia Donalson The Three Little Pigs – Axel Scheffler Goldilocks and the Three Bears – Mara Alperin Bear's Loose Tooth – Karma Wilson Where's My Teddy – Jez Alborough The Owl Who Was Afraid of the Dark – Jill Tomlinson In The Woods – Chris Wormell	Pirates Love Underpants – Claire Freedman The Night Pirates – Peter Harris A New Home for a Pirate – Ronda Armitage Pirates Perfect Pet – Beth Ferry Pirate Stew – Neil Gaiman Goldenlocks and the Three Pirates – April Prince-Jones The Gingerbread Pirates – Kristin Kladstrup	Zog and the Flying Doctors – Julia Donaldson Dr Dog – Babette Cole Hairy Maclary's Rumpus at the Vets – Lynley Dodd Dr Potts, My Pets Have Spots – Rod Hull The Detective Dog - Julia Donaldson You're in Good Paws –Maureen Fergus	Farmer Duck – Martin Waddell Click Clack Moo, Cows That Type – Doreen Cronin Pig in the Pond – Martin Waddell Grumpy Goat – Brett Helquist The Cow Said Neigh – Rory Feek Don't Forget To Write – Martina Selway	The Very Lazy Ladybird – Isobel Finn Aaaarrgghh Spider! – Lydia Monks Beetle in the Bathroom – Brian Moses Twist and hop, Minibeast Bop! Tony Mitton Superworm - Julia Donaldson The Crunching Munching Caterpillar – Sheridan Cain	I Am Not An Octopu- Eoin McLaughlin Tiny Crab is a Tidy Crab - Paula Bowles Tropical Terry - Jarvis The Whale Who Wanted More - Rachel Bright The Lighthouse Keeper's Lunch – Ronda Armitage The Odd Fish - Naomi Jones When A Dragon Moves In - Jodi Moore and Howard William
Communication and Language	Listening, Attention and Understanding	Answering how and why questions – show and tell and story time will be the main questioning areas. Following instructions and learning school routines. Prepositions. Focussing on story time. Remaining seated for snack time. Able to remain focussed and engaged in a small sharing group. Learns and understands the fire drill and lockdown alarm protocol. Children learn to log in to laptops.	Able to follow 2 part instructions 'Get your coat and line up at the door/Put your pencil away and push your chair in' Able to answer how and why questions with more confidence. Look at stories with repeated refrains, dances and action songs involving looking and pointing. Songs with turn taking e.g. Tommy Thumb. Children can listen attentively in a range of situations – introduction to one assembly a week in addition to sharing assembly.	Children are able to hold a two-way conversation. Retelling a story in a small group, taking it in turns to remember different parts of the story. Two-channel attention – children can listen and do for a short span.	Children follow instructions involving several instructions and actions – Simon Says. Children can answer 'how and why' questions about their own experiences – show and tell. Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.	Children follow instructions involving several instructions and actions – mini-beast hunt. After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. Children listen to instructions carefully and follow accurately, children ask for clarification if needed. Children can listen in a larger groups – e.g. assemblies	Children can follow sequence instructions. Children are able to ask and answer 'how and why' questions to other children and adults. Children listen attentively to a story with sustained concentration without the use of props or pictures. Children continue to go to daily assemblies. Children can successfully and independently log in to laptops and open up programs they require.
	Speaking	Using 'and/because' to explore new ideas. Looking at different tenses through time of the day for example 'after break we will be…/yesterday we…' (Past, present and future). Develop vocabulary surrounding the topic area. Focus on different body parts, feelings and where we live. Asking questions/ answering questions – correct tenses and vocabulary, sentence structure	Rhyming words, looking at real and nonsense words. Role play area will represent different celebrations, looking at talking in the narrative as a storyteller. Planning activities and talking about their plans. Christmas Production.	Rhyming and repeating familiar rhymes. Retelling a story, creating puppets for the different characters and retelling main parts or favourite parts of traditional tales. Children use future form when talking about events that are to happen in the future –e.g. planning a party.	Story time discussion – children are able to join in whole class discussions about the book of the week. In small groups children can retell familiar stories – focus on the Easter story. Children use the past, present and future tenses accurately when talking about events.	Children are able to express themselves effectively, showing awareness of the listeners needs – during sharing assemblies/show and tell. Children develop their own narratives and explanations by connecting ideas and/or events – making their own stories about a minibeast. Children use a range of vocabulary to justify actions.	Children make changes to their language and non-verbal features showing awareness of the listeners needs – sharing assemblies/show and tell. Children recount experiences and imagine possibilities – what if you were a …? Children use a range of vocabulary in imaginative ways to add information, express ideas.
Physical Development	Gross Motor Skills	Children can join in confidently with gymnastics in PE lessons.	Children join in confidently with dance in PE lessons. Learning dances for the Christmas production.	Children join in confidently with ball games in PE lessons.	Children join in confidently with dance in PE lessons.	Children can join in confidently with gymnastics in PE lessons. Children can prepare to compete in Sport Day.	Children join in confidently with Athletics in PE lessons.
	Fine Motor Skills	Able to hold a pencil with thumb and have good control Learn to write/copy own name and other names of children in the class. Using scissors. Dough Disco. Children draw freely. Support at lunch use cutlery and pour a drink with control (independently). See Writing for further fine motor skills. Mouse control in Computing.	Dough Disco. Children are able to use a paintbrush and glue spreader. Children carry scissors safely. Children can form letters that they recognise correctly. Children thread different shapes (link to 2D Shapes). Children can do the zip on their coat independently. Cutting fruit and vegetables for snack.	Dough Disco. Children continue to accurately write more letters and numbers, holding a pencil confidently. See Writing for further fine motor skills.	Dough Disco. Children can use different mark making utensils. See Writing for further fine motor skills.	Dough Disco. Children have the correct pencil grip and good control. Children learn to fasten and unfasten buttons. See Writing for further fine motor skills.	Dough Disco. Children can hold paper in position and use their preferred hand for writing. Children are beginning to write on the lines and control letter size. Children learn to tie shoe laces. See Writing for further fine motor skills.

Personal, Social and Emotional Development	Self-Regulation	Gains confidence in the classroom and independently navigates. Learn where the different resources are kept and where they are tidied away. Learn about the Golden Rules. Make our own classroom rules. Asks for help when needed. Children know what to do in their classroom setting.	Children show a good understanding of the classroom and school rules. Children are confident when speaking to others about their own needs, wants, interests and opinions. Children know how to ask for help if they need it. Children can tell you something special about themselves. Children can explain some ways that people can be unkind.	Children learn about their own individuality and can express what makes them special and talk about themselves in a positive light. Children recognise that they are all good at different things. Children can discuss what they enjoy doing and the importance of trying new things to extend their learning. Children discuss goals and set goals. Explore how we would achieve our goals. Children are able to independently dress themselves.	Children are encouraged to try new activities and can say which activities they liked and which they did not like. Children can explain why they preferred one activity over another. Children are confident to speak in a familiar group. Children can describe the feelings of being proud. Children can explain or show what being proud feels like.	Children can plan their own activities or games and they can collect the resources they need. Children can explain to other children how to carry out their activity or play their game. Children are able to speak in front of their class. Children can talk about the things that they are good at and the things they find tricky.	Children can talk about the plans they have made for an activity and what they might change if they were to repeat the activity. Children are resourceful in finding the support or information when they need it. Children can remember feelings that they have had and talk about why they felt that way. Children can explain a plan they have made with their class to change something about school to make their setting better.
	Managing self	Becomes more aware that actions and words can hurt other people's feelings. Able to take turns with other children and share resources. Lines up quietly. Children know some ways to calm themselves down when they feel scared or upset. Children are aware of the Golden Rules. Children ask to go to the toilet and do so independently. Learn about our teeth and why we have to brush them. Zipping up own coat.	Children understand and are excited about the rewards for making the right choices – Class Dojo. Children can explain when they, or other people, are feeling angry; they can express their feelings when they are angry. Children can think of ways to make themselves feel better when they are angry. Children are able to independently dress themselves.	Children are able to negotiate and solve problems without aggression, for example when someone has taken their toy or pushed in front of them in the line. Children look at different food types and what a healthy plate looks like.	Children have a good understanding that their actions affect other people, for example, they become upset or try to comfort another child when they realise they have upset them. Children can stand up for their own needs and rights without hurting others.	Children are able to adjust their behaviour and take changes in their routine in their stride. Children learn the importance of stopping and thinking before acting. Children can explain how it feels when things are unfair. Children can describe how they feel if they are missing someone or have lost someone or something they care about. Children can describe how they can make themselves feel better when this happens.	Children know some ways that they can manage their feelings and are beginning to use these to maintain control. Children know when and how to stand up for themselves appropriately. Children understand that sometimes when people are not very nice to them it is because they do not feel good on the inside.
	Building relationships	Children play with children in child-led activities. Children make independent choices on what activity to do and which children to do it with. Taking turns in play and in conversations. Responding to questions from adults and other children. Children will know that people in their class have similarities and differences to themselves. Children know how to be kind to people who are new or to people who are visiting the classroom.	Children initiate conversations about their own interests and experiences. Children explain their own knowledge and understanding – show and tell. Children are able to speak with different children other than special friends and are given the opportunity to do this. Anti-Bullying Week. Children know what bullying is and what to do if they feel like they are being bullied. Children can work in a group with other children; they can take turns when playing games. Children can wait their turn and share. Children can make up when they have a falling out with other children. They can think of ways to sort out disagreements.	Children are able to take steps to resolve conflicts without adult intervention, making compromises and sharing. Children are able to understand what other children have said and respond appropriately with comments or questions.	Children play cooperatively, taking turns with others. Children show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Solving problems (ongoing)	Children will look at the work they completed for anti-bullying week and try to remember what we learnt. Recap on what bullying is and why it is unacceptable behaviour. Solving problems (ongoing)	Children play group games with rules. Children understand that someone else's point of view can be different to their own. Building on Spring 1 when looking at compromises, children are able to resolve minor disagreements through listening to each other and come up with a fair solution. Solving problems (ongoing)
	Comprehension	Story Time – children join in and answer questions. Use storyboards – Beginning, Middle and End. Exploring different characters/settings	Daily story time. Children can use vocabulary they have picked up through books and reading. Children are exposed to and enjoy a range of different books.	Daily story time. Children are able to discuss the weekly story in small groups, they can explain their favourite parts and listen to their classmates ideas.	Daily story time. Children read for pleasure- use indoor and outdoor reading areas independently. Children grow in confidence with tricky words.	Daily story time. Using the story boards – Beginning, Middle and End. Looking at the different characters and settings from the story.	Daily story time. Children are able to describe and discuss the main events in simple stories they have read.

Literacy	Word Reading	Phase 1/2 RhymeTimes. Alliterative word games during snack time. 'Banana, ball, bat...' Initial sound activities daily/blending activities daily Reading area – children hold the books the correct way up and are able to independently turn the pages. Labelling activities Children are confident in Phase 1 Phonics. Children are introduced to Phase 2 sounds and tricky words.	Phase 2/3 RhymeTimes. Children can segment the sounds in simple words and blend them together. Children know which letters represent some sounds Children link sounds to letters, naming and sounding the letters of the alphabet. Children are beginning to read words and simple sentences. Children consolidate Phase 2 sounds and are introduced to Phase 3 digraphs.	Phase 3 RhymeTimes. Children can confidently read and understand simple sentences. Children continue with Phase 3 sounds and digraphs. Children are able to blend digraphs to read words and captions.	Phase 3 RhymeTimes. Children continue with Phase 3 Phonics focusing on consonant and vowel digraphs. Children can read some common irregular words. Children are able to read phonetically regular words aloud accurately by decoding. Phase 3 completed and embedded.	Phase 4 RhymeTimes. Children are introduced to Phase 4: the main aim of this phase is to consolidate the children's knowledge and to help them learn to read and spell words which have adjacent consonants, such as trap, string and milk. Children are able to read phonetically regular words with more than one syllable. Continuous recap on tri-graphs.	Phase 4 RhymeTimes. Children are able to use their phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. Children continue to recap on Phase 4 phonics. Phonics Gap filling and revision of Phase 1-4 sounds
	Writing	Writing my own name. Writing in role play –copying the names of the other children. Children give meaning to marks as they draw, write and paint. Letter formation activities daily First CVC words. First tricky words.	Children continue rhyming strings. Children confidently write their own name. Children attempt to write labels and captions. Children attempt to write short sentences in meaningful contexts – linked to weekly books. Tricky words learnt so far. Children recognise lowercase and uppercase letters of the alphabet and can form most letters correctly.	Children use their current phonic knowledge to write words in ways which match their spoken sounds. Children can write the common irregular words they have learnt to read.	Children write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.	Children can spell many irregular high frequency words. Children begin to write in the narrative, using key features – children write key phrases from common stories.	Children can spell phonetically regular words of more than one syllable. Children become more familiar in writing in the narrative – writing their own story
Maths	Number	Counting principles: One-one Stable-order Cardinal Abstraction Order-irrelevance Numbers 0-5 Number composition of numbers up to 5 Children are able to identify more and less. Comparing groups up to 5. Number bonds to 5 Instant recall of composition. Using 5 frames and part-whole models to represent numbers up to 5.	Consolidate counting principles: One-one Stable-order Cardinal Abstraction Order-irrelevance Focus on numbers 6 -10. Number bonds to 10 using a ten frame. Number bonds to 10 using a part whole model.	Number bonds games on TopMarks in Computing. Adding and subtracting numbers up to 10. Adding and subtracting games on TopMarks in Computing.	Children have Instant recall of the composition of all numbers up to 10. Mastery of numbers to 10. Number bonds/adding and subtracting games on TopMarks in Computing.	Adding by counting on. Taking away by counting back. Introduce counting in 2's and 10's continue to practice.	Adding and subtracting numbers to 20. Counting in 2's and 10's. Introduce counting in 5s.
	Numerical Patterns	Focus on repeating patterns ABAB. Sorting into groups. Comparing quantities of identical objects.	Focus on repeating patterns ABBABB/ABCABC One more and one less. Comparing quantities of non-identical objects. Ordering numerals forwards and backwards to 5.	Focus on 0 and recognising the counting pattern. Compare quantities up to 10. Ordering numerals forwards and backwards from 10.	Halving and doubling concepts introduced.	Children can independently make simple patterns. Counting to 20. Doubling.	Children can independently make complex patterns. Doubling. Halving. Odds and evens.
	Shape, Space and Measure	Time - looking at different times of the day. Positional language – scavenger hunts. Introduction to 2D shapes.	Time - different times of years (seasons). 2D shapes. Comparison of tall/short and long/short.	Spatial awareness. 3D shapes. 2D shapes.	3D shapes. 2D shapes. Shape Monster Game in Computing. Money Time	Length, height and distance. Money Time	Weight. Capacity. Money Time
	Past and Present	History of the Harvest Festival.	Black History Month – Link to Rosa Parks.	Children talk about past and present events in their own lives and in the lives of their families.	Invictus Games – looking at the history of the games and the current games.	National Gardening Week.	Wimbledon

Understanding the World	People, Culture and Communities	Talk about special events throughout the half term e.g. birthdays. How we are all different and all special. How do we look after our teeth? Judaism and Hinduism. Being Special: Where do we belong? Harvest Rosh Hashanah Yom Kipper	Children are encouraged to share their feelings and talk about how they feel. Children will be supported to learn positive attitudes and challenge stereotypes e.g. disabled puppet/male midwife. Diwali How do we look after our bodies? Autumn walk (October) Why is Christmas so special?	Look at different jobs – children show interest in different occupations through the role play area Children understand that other children might not enjoy the same activities as them and are sensitive to this. Winter walk (January) Christianity: Special stories: Holi; Hindu celebration Raksha Bandhan Special places: Temple	Children become more aware of similarities and differences between themselves and others – focus on families and communities. Why is Easter so special to Christians?	Children learn about respect and how we respect other people's differences. Children understand more about a range of different cultures. Why is the word of God so important to Christians? Special places: Church Special stories: Creation story	Children know their strengths and the strengths of the other children in their class. Children understand that being different is a good thing. Summer walk (June) 30 Days wild Islam: Which stories have special values? Special places: Mosque
	The Natural World	Where we live. Where we go to school. How we get to school. How we can look after the world. Children will compare The 3 Little Pigs (who all come from the same household but have different ideas).	Looking at the different seasons, linking to time in maths. Look at how different countries celebrate Christmas.	Children talk about their own immediate environment and how it is different to other peoples.	Children make observations about animals and plants and are inquisitive as to why there are similarities and differences. Children will compare different animals – understand that different animals live in different habitats. Drawing a habitat using 2PaintAPicture in Computing.	Children know that the environment and living things are influenced by human activity. Children can describe the actions of some people in their community that help maintain the areas they live in – building the mini-beast hotel, looking after the world around us.	Children know the properties of different objects and suggest purposes for them. Children are familiar with basic scientific concepts - sinking and floating activity.
Expressive Arts and Design	Creating with Materials	Singing familiar songs. RhymeTimes. Musical movements – clapping different rhythms – linked to classroom rules. I clap, you clap. Construction – using the outdoor construction area. Using different materials to build. Drawing – link to stories from topic. Drawing self-portrait using a mirror. Harvest songs in preparation for October Harvest Festival.	Children are able to manipulate materials to achieve the desired effect – children explore different ways of using materials. Children can construct with a purpose in mind. Children use different mark making equipment, paintbrushes, glue, pens, scissors etc.	Children explore colour mixing bags. Children can select tools, and techniques they need to shape, assemble and join materials together. Tints and shades: Adding white to a colour and adding black to a colour. Making a 1 base colour picture.	Children can explore different textures and materials. Children can think of uses for the different materials. Mother's Day cards with 3D elements.	Children can develop their ideas through working on processes that interest them. Topic link – children will create a minibeast hotel. What types of materials will the mini-beasts enjoy? Does it need to be in the sunshine or hidden behind the trees? * Observational drawing of a minibeast.	Children can make decisions about how different materials are combined and used.
	Being Imaginative and Expressive	Musical movements. Sing songs and create performances. Role play area linked to weekly story. Make different props for the role play area.	Children introduce storylines and narratives into their play. Role play area linked to weekly story. Children design and make their own gingerbread men.	Children are able to choose different colours for different purposes. Role play area linked to weekly story. Children play alongside other children who are engaged in the same theme.	Children talk about the ideas and processes which have led them to make music, designs, images or products. Role play area linked to weekly story.	Children begin recognising and assessing their own work. Children are able to talk about the strengths and weaknesses. Role play area linked to weekly story.	Children can talk about the features of their work and the features of the work of their peers. Role play area linked to weekly story.