

Reception Long Term Planning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	<u>Ourselves</u>	<u>Africa</u>	<u>Dinosaurs</u>	<u>Animals and their Babies</u>	<u>Plant Growth</u>	<u>The Seaside</u>
Literacy	Literacy Comprehension	<p>Children will develop their comprehension of stories through these sessions. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>Class Teacher to choose stories based upon children's interests.</p> <ul style="list-style-type: none"> Harry and His Bucketful of Dinosaurs – Starting School Funny Bones Titch Starting School <p>Songs:</p> <ul style="list-style-type: none"> If You're Happy and you Know It Heads, Shoulders, Knees and Toes One Finger, One Thumb Please and Thank You Song Hello Song 	<p>Children will develop their comprehension of stories through these sessions. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>Class Teacher to choose stories based upon children's interests.</p> <ul style="list-style-type: none"> Handa's Surprise Handa's Hen Beautiful Bananas Winnie the Witch Room on the Broom Father Christmas Needs a Wee The Jolly Christmas Postman The Christmas Story/Nativity <p>Songs:</p> <ul style="list-style-type: none"> Christmas Songs (songs linked to Nativity) Dem Bones Song When You Cast a Magic Spell (BBC Nursery Rhymes) Incy Wincy Spider 	<p>Children will develop their comprehension of stories through these sessions. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>Class Teacher to choose stories based upon children's interests.</p> <ul style="list-style-type: none"> Harry and his Bucketful of Dinosaurs Aliens Love Dinopants Tyrannosaurus Drip Non-Fiction Dinosaur books Cave Baby <p>Songs:</p> <ul style="list-style-type: none"> Dinosaurs (BBC Nursery Rhymes) 10 Little Dinosaurs Dinosaur Songs Never Smile at a Crocodile Dinosaur Movement Song 	<p>Children will develop their comprehension of stories through these sessions. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>Class Teacher to choose stories based upon children's interests.</p> <ul style="list-style-type: none"> Owl Babies Monkey Puzzle Growing Frogs Oliver's Vegetables Oliver's Fruit Salad Night Monkey Day Monkey Kipper's Beanstalk Ten Little Seeds From Seed to Sunflower Eddie's Garden <p>Songs:</p> <ul style="list-style-type: none"> Little Peter Rabbit Old McDonald had a Farm Five Monkeys Down in the Jungle The Animal Fayre 	<p>Children will develop their comprehension of stories through these sessions. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>Class Teacher to choose stories based upon children's interests.</p> <ul style="list-style-type: none"> Oliver's Vegetables Oliver's Fruit Salad Kipper's Beanstalk Ten Little Seeds From Seed to Sunflower Eddie's Garden <p>Songs:</p> <ul style="list-style-type: none"> I Dig my Garden (Singing Hands) In My Little Garden Little Peter Rabbit Wiggly Woo 	<p>Children will develop their comprehension of stories through these sessions. They will gain an understanding of key characters, story settings and key events. They will learn to anticipate key events in stories. They will use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems.</p> <p>Class Teacher to choose stories based upon children's interests.</p> <ul style="list-style-type: none"> Oh I do Like to be Beside the Seaside Mary, Mary, Quite Contrary Seaside Songs <p>Songs:</p> <ul style="list-style-type: none"> The Fish who Could Wish The Singing Mermaid The Rainbow Fish Sharing a Shell Commotion in the Ocean
	Literacy Word Reading Phonics	<p>The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Letters and Sounds – Phase 2 Phoneme/grapheme correspondence Blending and Segmenting words using taught letters</p>	<p>The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Letters and Sounds – Phase 2 Phoneme/grapheme correspondence Blending and Segmenting words using taught letters</p>	<p>The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Letters and Sounds – Phase 3 Phoneme/grapheme correspondence Blending and Segmenting words/captions using taught letters</p>	<p>The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Letters and Sounds – Phase 3 Phoneme/grapheme correspondence Blending and Segmenting words/captions using taught letters</p>	<p>The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Letters and Sounds – Phase 3 Phoneme/grapheme correspondence Blending and Segmenting words/captions using taught letters</p>	<p>Letters and The children will learn to say a sound for each letter in the alphabet and at least 10 digraphs. They will learn to read words consistent with their phonic knowledge by blending. They will learn to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Letters and Sounds – Phase 4 Phoneme/grapheme correspondence Blending and Segmenting Polysyllabic words</p>

<p>Literacy</p> <p>Writing</p>	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels 	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels 	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels • Simple Sentences 	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels • Simple Sentences • Instructions 	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels • Simple Sentences • Instructions • Narrative/Recount 	<p>The children will learn to write recognisable letters, most of which are correctly formed. They will learn to spell words by identifying sounds in them and representing the sounds with a letter or letters. They will learn to write simple phrases and sentences that can be read by others.</p> <ul style="list-style-type: none"> • Handwriting • Name Writing • Labels • Simple Sentences • Instructions • Narrative/Recount
<p>Mathematics</p> <p>Number</p> <p>Numerical Patterns</p>	<p>The children will acquire a deep understanding of number to 10. They will learn about the composition of each number. They will learn to subitise (recognise quantities without counting) to five. They will automatically recall number bonds up to five and some number bonds to 10, including double facts. The children will learn to count verbally beyond 20, recognising the pattern of the counting system. They will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. The children will explore and represent patterns with numbers up to 10, including odds and evens, double facts and how quantities can be distributed evenly.</p> <ul style="list-style-type: none"> • Understanding of Numbers to 10 • Subitise to 5 (recognising quantities without counting) • Number Recognition and Formation • Early Addition (One More) • Comparing two quantities • Early Subtraction (One Less) 	<p>The children will acquire a deep understanding of number to 10. They will learn about the composition of each number. They will learn to subitise (recognise quantities without counting) to five. They will automatically recall number bonds up to five and some number bonds to 10, including double facts. The children will learn to count verbally beyond 20, recognising the pattern of the counting system. They will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. The children will explore and represent patterns with numbers up to 10, including odds and evens, double facts and how quantities can be distributed evenly.</p> <ul style="list-style-type: none"> • Understanding of Numbers to 10 • Counting forwards and backwards to 20 and beyond • Subitise (recognising quantities without counting) to 5 • Number Recognition and Formation • Early Addition • Early Subtraction • Comparing quantities 	<p>The children will acquire a deep understanding of number to 10. They will learn about the composition of each number. They will learn to subitise (recognise quantities without counting) to five. They will automatically recall number bonds up to five and some number bonds to 10, including double facts. The children will learn to count verbally beyond 20, recognising the pattern of the counting system. They will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. 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They will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. The children will explore and represent patterns with numbers up to 10, including odds and evens, double facts and how quantities can be distributed evenly.</p> <ul style="list-style-type: none"> • Understanding of Numbers to 10 • Subitise (recognising quantities without counting) to 5 • Counting forwards and backwards to 20 and beyond • Recall number bonds to 5/10 • Addition • Addition doubles • Exploring Bonds to 10 • Subtraction • Knowledge of more and less and distribution of quantities evenly • Comparing Quantities • Odd and Even Numbers • Money and Time • Shape

<p>Understanding the World</p> <p>People, Culture and Communities</p> <p>The Natural World</p> <p>Past and Present</p>	<p>The children will begin to understand some important processes and changes in the natural world around them, including the seasons. The children will learn about their bodies and staying healthy. They will compare and contrast themselves to others. They will talk about the lives of the people around them and their roles in society: nurse/doctor/teacher. They will know some similarities and differences between things in the past and now (birth/toddler/child), drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> Seasons Families Ourselves Growth, Decay and Changes over time Baby, Toddler, Teenager, Adult Staying Healthy – School Nurse/Doctor/Dentist Feeling and emotions 	<p>The children will begin to explain some similarities and differences between life in this country and life in other countries (Africa), drawing on knowledge from stories, nonfiction texts and maps. They will explore the natural world around them, making observations and drawing pictures of animals and plants. They will begin to know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> Africa Life as an African child African Animals Native/Cultural traditions (drums/music) 	<p>The children will explore the natural world around them, making observations and drawing pictures of animals and plants. They will become aware that dinosaurs were once alive but are now extinct. They will learn about similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They will understand some important processes and changes in the natural world around them, including extinction of dinosaurs.</p> <ul style="list-style-type: none"> Dinosaurs Dinosaur species – Tyrannosaurus Herbivores/carnivores/omnivores What hatches from an egg? (linking to animals today and dinosaurs in the past – hatching) Fossils 	<p>The children will begin to explain some similarities and differences between life in this country and life in other countries (Africa), drawing on knowledge from stories, nonfiction texts and maps. They will explore the natural world around them, making observations and drawing pictures of animals and plants – British wild animals. They will begin to know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> Domestic/Wild animals Woodlands/Parks/Gardens Sorting/comparing local area animals to animals from other countries (Africa) Nocturnal animals 	<p>The children will explore the natural world around them, making observations and drawing pictures of plants. They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <ul style="list-style-type: none"> Plant Growth – Growing bulbs Plants in the school environment and contrasting environments (Park/Nature Reserve) Wildflowers and Plants What do plants need to grow? 	<p>The children will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class (seaside holidays in the past). They will understand the past through settings, characters and events encountered in books read in class and storytelling. The children will explore the natural world around them, making observations and drawing pictures of seaside animals and seaside plants. They will begin to know some similarities and differences between the natural world around them and contrasting environments (Darlington to Scarborough), drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> Seaside Towns (Scarborough/Darlington) Sea Creatures – Rock Pools Marine Life Visit to Sea Life Centre Seaside Holidays in the Past and Present
<p>Celebrations and Festivals</p>	<ul style="list-style-type: none"> Harvest Festival/Christianity- Father Paul 	<ul style="list-style-type: none"> Halloween Bonfire Night/Diwali Christmas/Christmas Story Christingle Father Paul 	<ul style="list-style-type: none"> Chinese New Year Shrove Tuesday Mother’s Day 	<ul style="list-style-type: none"> Easter Noah’s Ark (Christianity) - Father Paul 	<ul style="list-style-type: none"> Visit to St Mark’s Church Northlands Methodist 	<ul style="list-style-type: none"> Father’s Day
<p>Physical Development</p> <p>Gross Motor</p> <p>Fine Motor</p>	<p>Carousel Activities:</p> <ul style="list-style-type: none"> Ring Games Dough Gym/Funky Fingers Parachute Games PE Lesson Oral Hygiene Hand Washing 	<p>Carousel Activities:</p> <ul style="list-style-type: none"> Ring Games Dough Gym/Funky Fingers Parachute Games PE Lesson Oral Hygiene Hand Washing 	<p>Carousel Activities:</p> <ul style="list-style-type: none"> Ring Games Dough Gym/Funky Fingers Parachute Games PE Lesson Oral Hygiene Hand Washing PE Scheme 	<p>Carousel Activities:</p> <ul style="list-style-type: none"> Ring Games Dough Gym/Funky Fingers Parachute Games PE Lesson Oral Hygiene Hand Washing PE Scheme 	<p>Carousel Activities:</p> <ul style="list-style-type: none"> Ring Games Dough Gym/Funky Fingers Parachute Games PE Lesson Oral Hygiene Hand Washing PE Scheme 	<p>Carousel Activities:</p> <ul style="list-style-type: none"> Ring Games Dough Gym/Funky Fingers Parachute Games PE Lesson Oral Hygiene Hand Washing PE Scheme
<p>Expressive Art and Design</p> <p>Creating with Materials</p> <p>Being Imaginative and Expressive</p>	<ul style="list-style-type: none"> Drawing Responding to Music and Songs Ourselves Songs and Rhymes <p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives and stories with peers and their teacher. They will learn to sing a range of well-known nursery rhymes and topical songs. They will perform</p>	<ul style="list-style-type: none"> Printing Responding to Music and Songs African Songs, Instruments and Music <p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives and stories with peers and their teacher. They will learn to sing a range of well-known nursery rhymes and topical songs. They will perform</p>	<ul style="list-style-type: none"> Painting Responding to Music and Songs Dinosaur Songs, Instruments and Music Dinosaur Movement to Music <p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives and stories with peers and their teacher. They will learn to sing a range of</p>	<ul style="list-style-type: none"> Collage Responding to Music and Songs Animal Songs, Instruments and Music <p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives and stories with peers and their teacher. They will learn to sing a range of well-known nursery rhymes and</p>	<ul style="list-style-type: none"> Sculpting Responding to Music and Songs Plant Growth Songs, Instruments and Music <p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives and stories with peers and their teacher. They will learn to sing a range of well-known nursery rhymes and topical songs. They will perform</p>	<ul style="list-style-type: none"> Textiles Responding to Music and Songs Seaside Songs, Instruments and Music <p>The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. They will make use of props and materials when role playing characters in narratives and stories. The children will invent, adapt and recount narratives and stories with peers and their teacher. They will learn to sing a range of well-known nursery rhymes and topical songs. They will perform</p>

	songs, rhymes, poems and stories with others, and try to move in time with music.	songs, rhymes, poems and stories with others, and try to move in time with music.	well-known nursery rhymes and topical songs. They will perform songs, rhymes, poems and stories with others, and try to move in time with music.	topical songs. They will perform songs, rhymes, poems and stories with others, and try to move in time with music.	songs, rhymes, poems and stories with others, and try to move in time with music.	songs, rhymes, poems and stories with others, and try to move in time with music.
Personal, Social and Emotional Development Building Relationships Managing Self Self-Regulation	<ul style="list-style-type: none"> • Self HelpSkills/Managing Own Needs • Building and Sustaining Constructive and Respectful Relationships • Feelings and Emotions • Taking Turns and Sharing • Self Regulation • Early Years Gathering • School Rules/Recognition Board 	<ul style="list-style-type: none"> • Self HelpSkills/Managing Own Needs • Building and Sustaining Constructive and Respectful Relationships • Feelings and Emotions • Taking Turns and Sharing • Self Regulation • Early Years Gathering • School Rules/Recognition Board 	<ul style="list-style-type: none"> • Self HelpSkills/Managing Own Needs • Building and Sustaining Constructive and Respectful Relationships • Feelings and Emotions • Taking Turns and Sharing • Self Regulation • Early Years Gathering • School Rules/Recognition Board 	<ul style="list-style-type: none"> • Self HelpSkills/Managing Own Needs • Building and Sustaining Constructive and Respectful Relationships • Feelings and Emotions • Taking Turns and Sharing • Self Regulation • Early Years Gathering • School Rules/Recognition Board 	<ul style="list-style-type: none"> • Self HelpSkills/Managing Own Needs • Building and Sustaining Constructive and Respectful Relationships • Feelings and Emotions • Taking Turns and Sharing • Self Regulation • Early Years Gathering • School Rules/Recognition Board 	<ul style="list-style-type: none"> • Self HelpSkills/Managing Own Needs • Building and Sustaining Constructive and Respectful Relationships • Feelings and Emotions • Taking Turns and Sharing • Self Regulation • Early Years Gathering • School Rules/Recognition Board