

‘We are children of books…’

Reception Long Term Plan

Threads:

Identity and Diversity, Past and Present, Environmental Consciousness

Vehicles for learning:

Gardening, Cooking, Forest School

Subject specific Lessons:

P.E, Music, French, PSHE, Handwriting

Spotlights:

Writing own name, Using cutlery, Number recognition and formation, Using scissors, Counting

	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Key Books. and cross curricular links	**When I was born Isabel Minhos Martins** Past and Present 6R Stories. -The Lion Inside,- Rachael Bright (Articulate) The Go Away Bird - Julia Donaldson, (Respect) How to Catch a Star-Oliver Jeffers (Resilience Resourceful) The Dot – Peter Reynolds (Resilience Reflective) Girraffes Can’t Dance- (Risk Taking)	**Two Shoes, New Shoes Shirley Hughes** Past and Present. Identity and Diversity. **Hats of Faith Medeia Cohan-Petrolino** Christmas Stories - Comparing past and present.	**Animalphabet - Julia Donaldson** Environmental Consciousness **We all went on Safari Laurie Krebs** Environmental consciousness, identity **The World Around Me Charlotte Guillain**	***Traditional Tale Goldilocks*** *Diversity and identity – alternative storylines PSED – safety* ***Ghanaian Goldilocks*** A Nest is Noisy / A Seed is Sleepy Dianna Hutts Aston Sam Usher Weather books	**The Gruffalo - Julia Donaldson** Environmental Consciousness	**Amelia Earhart** Past and Present **The Most Magnificent Thing Ashley Spires** STEM Identity and Diversity **It is Not a Box** Resourcefulness STEM
Routines	Mindfulness moments Freddy Teddy/Olga/Gina and Gino Explorify ‘Seed the day’ Seasonal Poems					

Spotlight Skills	Pencil grip	Name writing	Scissors	Numeral recognition and formation		
Vocabulary	**Similarities, Differences** **Tier 2 Words of the week: see vocabulary document**					
Maths	**Autumn** **Counting** – Develop knowledge of counting sequence. Develop 1:1 correspondence, relate counting sequence to cardinality. **Comparison –** understand that sets can be compared according to their attributes including their numerosity. Use the language of comparison. Compare sets by matching and identifying that each object can be paired they contain an equal number. **Composition** – compare small collections. Understand that all numbers can be made of ones. **Subitising** –perceptually subitise small groups, identify sub-groups, subitise using fingers, subitise sounds.		**Spring** **Counting** – Understand everything can be counted, order irrelevance and effective counting strategies, focus on cardinality of 5, count objects beyond 5. **Comparison-** make unequal sets equal, compare numbers by reasoning about their position in the linear number system. **Composition** –explore concepts of whole and parts, explore composition of numbers within 5, start to recall missing or hidden parts. Explore composition of 6, begin to see that numbers can be composed of 5 and a bit. **Subitising**- conceptually subitise within 5, explore patterns beyond 5, explore structured and unstructured patterns, explore patterns in which 5 is a clear part. Link symmetrical patterns to doubles.		**Summer** **Counting –** verbally count to 20 and beyond, begin to recognise numerals, order numbers linking cardinal and ordinal representations **Comparison-** understand the one more than and one less than relationship between the counting numbers, use language of greater than and fewer than, order sets of objects linking this to the ordinal number system. Understanding equal, and distributing sets into equal groups. **Composition-** explore the composition of odd and even numbers, begin to link even numbers to doubles, explore composition of 10. Automatic recall of composition. **Subitising-** Doubles in alternative arrangements, Focus on subitising patterns with one more, identify when the number is the same but in a different arrangement, be confident knowing when to count and when to subitise	
Phonics	Phase 1 and 2	Phase 2 Focus on: blending and segmenting	Phase 3 Focus on: Fluency	Phase 3 Focus on: Independence	Phase 4	Phase 4
Literacy units	**When I was born - Isabel Minhos Martins** Recount from personal experience	**Two Shoes, New Shoes - Shirley Hughes** Poetry and Rhyming Nativity Oral Narrative and performing	**Animalphabet - Julia Donaldson** *List writing* *Writing to inform* **We all went on Safari - Laurie Krebs** *T4W Character description* Writing to inform Focus on stamina	*Informal letters* Real context for letters *Buddies and families* **Goldilocks** T4W Innovation *Replicate and innovate*	**The Gruffalo - Julia Donaldson** T4W - Oral Narrative and performing *Writing Setting and Character description* Focus on independence	**Amelia Earhart** Exploring non-fiction texts Reading instructions **The Most Magnificent thing - Ashely Spires** *Recount* **This is Not a Box** Independent writing *Instructional writing* Real context linked to vehicles for learning Letters to Year 1 teachers
Writing focus	Mark making, initial sounds, own name	Representing sounds	Writing short sentences, representing sounds accurately	Writing sentences, spelling known tricky words, using punctuation	Increasing stamina and independence	Increasing stamina and independence

Handwriting	Squiggle and Dough Disco O, c, a, d, g, q,	o, c, a, d, g, q, i, l, t, u, j, y	r, h, m, h, b, p, k, e, f, s, x, z, v, w,	Consolidation	Numeral formation	Consolidation
PSHE	Beginning and Belonging	Family and Friends/My Emotions	Identities and Diversity	Me and My World	My Body and Growing Up	Healthy Lifestyles
Music	Nursery rhymes	Nativity	n/a	n/a	n/a	Sing up units: Bird Spotting Slap, Clap, Clap The Sorcerer's Apprentice
French	n/a	n/a	Camembear – unit 1	Camembear – unit 2	Camembear – unit 3	n/a
Art	Jackson Pollock, Joan Miro, Mondrian, Klee					
P.E.	Fitness unit Introduction to P.E.	Fundamental movements Gymnastics	Fundamental skills Dance and Yoga	Ball skills Games unit	Athletics Sports day preparation	Striking and fielding
Vehicles for Learning	Forest School/Cooking/Gardening					
Context and Provocations. Understanding of the world, **Expressive and Artistic Design**	Self Portraits Planting bulbs Routines Harvest Remembrance Autumn poem	Hats of different faiths Shoes of different cultures/climates Christmas/Hannukah /Diwali Ice, Water Winter Poem Performing Nativity	Planting seedlings Nature, life cycles Chinese New Year Easter /Eid British Science Week – Growth Spring poem	Planting vegetables Art in Maths- Ten Black Dots Goldilocks porridge taste testing	Weather Summer poem Plant a sunflower – complete diary of observations Performing Gruffalo	Transitions Trip to Duxford
Visitor, trip, visit	Library visit	Church Pop up play village	Library visit	Walk to the post box Library visit	Library visit	Library visit Duxford