

Reception Long Term Planning	<u>Autumn 1</u> <u>Sticks and Twigs</u>	<u>Autumn 2</u> <u>Diwali</u>	<u>Spring 1</u> <u>Chinese New Year</u>	<u>Spring 2</u> <u>The Post Office</u>	<u>Summer 1</u> <u>Pets</u>	<u>Summer 2</u> <u>Garages</u>
English Reading and phonic development supported by: <ul style="list-style-type: none"> Oxford Reading Tree Lexia Letters and Sounds 	Text – Stick Man <ul style="list-style-type: none"> Labels Sequencing Stories Recall and Retell Stories 	Text – Winnie the Witch Books <ul style="list-style-type: none"> Instructions Descriptions 	Text - Zog <ul style="list-style-type: none"> Rhymes Lists 	Text – The Jolly Postman <ul style="list-style-type: none"> Letters Invitations Recipes 	Text – The Great Pet Sale <ul style="list-style-type: none"> Posters Descriptions 	Text – Information Books about cars <ul style="list-style-type: none"> Directions Fact Files
Reading			Writing			
<ul style="list-style-type: none"> Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Demonstrate understanding when talking with others about what they have read 			<ul style="list-style-type: none"> Use their phonic knowledge to write words in ways which match their spoken sounds. Write some irregular common words. Write simple sentences which can be read by themselves and others. Spells some words are spelt correctly and others are phonetically plausible. 			
	<u>Christianity</u> To begin to identify that Harvest is a special time for Christians	<u>Christianity</u> To begin to identify that Christmas is a special time -The special baby Jesus and the ways Christians celebrate e.g. colours in the church, Advent Ring	To begin to identify Special Books How holy books are treated e.g. Bible, Qur'an, Torah, Guru Granth Sahib To begin to identify Special People Jesus as special to Christians, stories Jesus told	To begin to identify Special Times -Easter story How Christians celebrate in church	To begin to identify Special places, special objects, special music and special people	To begin to identify Special places, special objects, special music and special people

Reception Long Term Planning	<u>Numbers</u>			<u>Shape, Space and Measure</u>		
Maths	<ul style="list-style-type: none"> • To count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. • Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. • To solve problems, including doubling, halving and sharing. 			<ul style="list-style-type: none"> • To use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. • To recognise, create and describe patterns. • To explore characteristics of everyday objects and shapes and use mathematical language to describe them. 		
Communication and Language	<u>Understanding</u>		<u>Speaking</u>		<u>Listening and Attention</u>	
	<ul style="list-style-type: none"> • Children follow instructions involving several ideas or actions. • They answer 'how' and 'why' questions about their experiences and in response to stories or events. 		<ul style="list-style-type: none"> • Express themselves effectively, showing awareness of listeners' needs. • To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. • Develop their own narratives and explanations by connecting ideas or events. 		<ul style="list-style-type: none"> • Listen attentively in a range of situations. • Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • To give their attention to what others say and respond appropriately, while engaged in another activity. 	
Understanding the World: Technology	<ul style="list-style-type: none"> • Children recognise that a range of technology is used in places such as homes and schools. • To select and use technology for particular purposes. 					
Understanding the World: The World	<ul style="list-style-type: none"> • Children know about similarities and differences in relation to places, objects, materials and living things. • Talk about the features of their own immediate environment and how environments might vary from one another. 				<ul style="list-style-type: none"> • To make observations of animals and plants and explain why some things occur, and talk about changes. 	
Understanding the World: People and Communities		<ul style="list-style-type: none"> • They know about similarities and differences between themselves and others, and among families, communities and traditions. 	<ul style="list-style-type: none"> • Shows interest in different occupations and ways of life. 		<ul style="list-style-type: none"> • Shows interest in different occupations and ways of life. 	

Expressive Arts and Design	<u>Exploring and Using Media and Materials</u>		<u>Being Imaginative</u>	
	<ul style="list-style-type: none"> • Sing songs, make music and dance, and experiment with ways of changing them. • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 		<ul style="list-style-type: none"> • Use what they have learnt about media and materials in original ways, thinking about uses and purposes. • Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. 	
Physical Development	<u>Moving and Handling</u>		<u>Health and Self-Care</u>	
	<ul style="list-style-type: none"> • To show good control and co-ordination in large and small movements. • To move confidently in a range of ways, safely negotiating space. • Handle equipment and tools effectively, including pencils for writing. 		<ul style="list-style-type: none"> • To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. • Manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. 	
Personal, Social and Emotional Development	<u>Making Relationships</u>		<u>Self-Confidence and Self-Awareness</u>	
	<ul style="list-style-type: none"> • Play co-operatively. • Take turns with others. • Take account of one another's ideas about how to organise their activity. • Show sensitivity to others' needs and feelings. • Form positive relationships with adults and other children. 		<ul style="list-style-type: none"> • To be confident to try new activities. • Say why they like some activities more than others. • To be confident to speak in a familiar group. • Will talk about their ideas. • Will choose the resources they need for their chosen activities. • Say when they do or don't need help. 	
			<u>Managing Feelings and Behaviour</u>	
			<ul style="list-style-type: none"> • Talk about how they and others show feelings. • Talk about their own and others' behaviour and its consequences. • Know that some behaviour is unacceptable. • Work as part of a group or class. • Understand and follow the rules. • Adjust their behaviour to different situations. • Take changes of routine in their stride. 	