
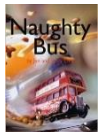
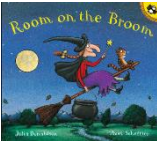
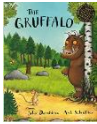



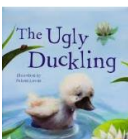




**Reception Long Term Planning**

**Autumn Term**

<p align="center">On Entry/Baseline Assessment</p> 	<p align="center">The Naughty Bus by Jan and Jerry Oke</p> 	<p align="center">Room on the broom by Julia Donaldson</p> 	<p align="center">The Gruffalo and The Guffalo's Child by Julia Donaldson</p>  
<p><b>PSE-</b> Selects and uses own resources, asks for help and is confident to interact with others. Is able to take turns, accepts the needs of others and is aware of the consequences of their actions. Has a good relationship with peers and familiar adults.</p> <p><b>CLL-</b> Listens to the opinion of others when in a small group. Is able to retell simple stories. Understands simple 'who', 'what' and 'where' questions. Understands 'how' and 'why' questions. Uses past, present and future tenses appropriately in speech. Asks questions about events that have happened or are to happen in the future.</p> <p><b>PD-</b> Moves with confidence in a range of ways, negotiating space and is able to use one handed equipment with control. Is dry and clean during the day and manages own basic hygiene</p> <p><b>Literacy-</b> Recognises familiar signs and labels, and their own name. Hears and says initial sounds in words. Uses groups of letters or letter-like shapes when writing. Ascribes meaning to marks they make.</p> <p><b>Maths-</b> Counts with 1:1 correspondence a set of up to 10 objects and recognises some numerals of personal significance. Finds totals by counting and combines groups of objects. Uses everyday language to describe patterns in nature or urban environments. Uses comparative language to describe and compare measures (size, weight, capacity and time).</p> <p><b>UTW-</b> Knows about festivals and celebrations that are marked within their own culture. Looks closely at similarities, differences, patterns and change in own environment and that of others. Uses technologies to enhance, change or recreate within a learning experience.</p> <p><b>EMM-</b> Uses simple tools and techniques competently and appropriately to create something new. Plays cooperatively as part of a group to develop and act out a narrative.</p>	<p><b>PSE-</b> Role-play bus and vehicle play, taking turns and negotiating with peers. Discussion about 'Naughty' and our school rules.</p> <p><b>CLL-</b> Describing a bus journey. Listening and following instructions in bus stop play. Vehicle sorting and describing. Describe different textures (hidden bus)</p> <p><b>PD-</b> Making vehicle tracks. Using the bikes safely. Riding a bike and negotiating obstacles. Road safety. Gross motor songs and activities. Doing up coats independently. Brush Bus song (cleaning teeth)</p> <p><b>Literacy-</b> Labelling people on a bus. Reading signs and labels. Find the hidden bus from reading clues. Non-fiction books about vehicles. Identify initial sounds.</p> <p><b>Maths-</b> Counting people on a bus, composition and subitising. Using comparative, time and ordinal language</p> <p><b>UTW-</b> Talking about family journeys. Jobs that people do linked to vehicles (firefighter, bus driver, train driver). Programming a 'beebot' to move around a track.</p> <p><b>EMM-</b> Imaginative 'bus stop' play in small world and outside. Explore different textures (hidden bus)</p>	<p><b>PSE-</b> Discussion about helping people. Making a 'happy spell'. Who would you want to help and why? Do you think the witch is always happy to help? Do people always behave the same way?</p> <p><b>CLL-</b> Learn to retell the story by heart. Explore 'how' and 'why' questions related to the story. Prepositions linked to the story. Explore the meaning of new vocab in language rich stories and speak in longer sentences with connectives and detail.</p> <p><b>PD-</b> Using syringes and pipet to mix potions and spells. Broomstick painting. Pincer activities with small objects in a cauldron. Act out witches' journey, discuss the effect exercise has on our bodies. Move in different ways around obstacles.</p> <p><b>Literacy-</b> Writing a spell. Sequence the story. Read stories about witches. Draw a broomstick and label. Blend and segment CVC words.</p> <p><b>Maths-</b> Sorting and counting objects in the cauldron. Find 1 more and 1 less to 10. Drawing amounts and writing numbers. Compare size and shapes. Explore capacity of cauldrons and potion bottles. Explore 2d shapes (witch and animal shapes). Make patterns.</p> <p><b>UTW-</b> Discussion about the animals in the story, find similarities and differences. Bonfire night and Diwali.</p> <p><b>EMM-</b> Role-play making potions. Witch role-play. Imaginative play with characters from the story. Invent, and draw (and make) your own broomstick. How could you make it even better? Can you make model of your broomstick? What have you changed?</p>	<p><b>PSE-</b> Woodland animal play, listening to others, negotiating, taking turns, building on the ideas of others. Discussion about 'Being brave' and 'Trying new things'</p> <p><b>CLL-</b> Woodland animal play, linking to own experiences. Discussion about who the footprints might belong to? Children explain and justify their reasoning.</p> <p><b>PD-</b> Moving like different animals. Drawing/painting animal footprints.</p> <p><b>Literacy-</b> Oral retell of the story. Innovate the story. Learn the Gruffalo rap'. Continuing a rhyming string. Read and respond to the story (literal and non-literal). Writing labels and captions.</p> <p><b>Maths-</b> Measure and compare the length of different footprints. Estimating and counting linked to the story. Add and subtract 1.</p> <p><b>UTW-</b> Woodland animal play, linking to own experiences. Learn about the seasons of the year. Find out about nocturnal animals and describe and compare different animal habitats. Autumn and Winter. Christmas story. Video/Photos of story retell/play.</p> <p><b>EMM-</b> Woodland animal play, making up own stories. Leaf painting and printing. Imaginative play with characters from the story. Chalk drawings.</p>

## Spring Term

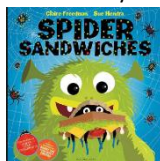
<p style="text-align: center;">The Stickman by Julia Donaldson</p> 	<p style="text-align: center;">The Pirate Cruncher by Johnny Duddle</p> 	<p style="text-align: center;">The Ugly Duckling</p> 	<p style="text-align: center;">Jack and the Beanstalk Traditional Tale (range of versions)</p> 	<p style="text-align: center;">The Three Little Pigs</p> 
<p><b>PSE</b>- Discussion about peace and peaceful places. Mindfulness, reflecting on own feelings and emotions. Role-play retelling and innovating the story.</p> <p><b>CLL</b>-Talking about their stick buildings. Discussing differences and similarities between different places Stickman visits. Describing a journey. Learn the 'Stickman rap'</p> <p><b>PD</b>- Playing with, and collecting, sticks safely.</p> <p><b>Literacy</b>- Reading words and sentences and matching to pictures. Drawing pictures and writing captions. Rhyming strings.</p> <p><b>Maths</b>- Using comparative and shape language when describing the stick buildings they have made. Use the language of addition and subtraction when making up stickman number stories.</p> <p><b>UTW</b>- Trees (living things). Name different parts of a tree. Talk about our own. special toys.</p> <p><b>EMM</b>- Making a stickman from foraged sticks. Imaginative play with 'stickmen'</p>	<p><b>PSE</b>- Discussion about honesty, related to Pirates. Pirate role-play. What does it mean to be truthful? How does it feel if something you care about is taken or broken?</p> <p><b>CLL</b>-Explaining their treasure maps, use the language of time. Follow verbal instructions to complete a treasure hunt. Hide 'treasure' and give verbal clues for others to follow.</p> <p><b>PD</b>- Pirate role-play outside, make pirate ships and 'walk the plank'.</p> <p><b>Literacy</b>- Reading 'clues' to identify sender of a letter and finding the treasure on a map. Drawing and labelling a treasure map. Non-fiction books and internet research. Features of a non-fiction text. Writing a passport</p> <p><b>Maths</b>- Pirate treasure counting, comparing, addition and subtraction. Pirate problems to solve.</p> <p><b>UTW</b>- Looking at common features of treasure maps and islands around the world. Design and make a waterproof boat. Learn about similarities and differences between different places in the world. Learn how to use a mouse.</p> <p><b>EMM</b>-Design and make a waterproof boat. Review and adapt their work. Design your own flag.</p>	<p><b>PSE</b>-Read 'The Ugly Duckling'. Why were the ducklings mean to him? Is it ok to be different? Read 'Little Red Hen'. Why didn't the other animals help the hen? Why is it good to help people?</p> <p><b>CLL</b>- Use our senses to explore different eggs and talk about what we can see, touch, smell, hear and taste. Making observations and discussing what has changed.</p> <p><b>PD</b>- Make pancakes. Explore how to cook safely and hygienically.</p> <p><b>Literacy</b>- Explore features of diaries. Write a daily duckling diary. Write a non-fiction report about Ducklings.</p> <p><b>Maths</b>- Days of the week and language of time related to diary. Compare the size and weight of eggs. Numbers 1 to 20.</p> <p><b>UTW</b>- Compare eggs from different animals. Discuss how to care for animals. Watch a video of a chick hatching. Animal life cycle. Video and photograph the ducklings to show how they change.</p> <p><b>EMM</b>- Egg patterns, painting hard boiled eggs.</p>	<p><b>PSE</b>- Stranger discussion linked to story. Discuss how Jack felt at different points of the story. Was it ok for Jack to steal? What happens if you steal from people?</p> <p><b>CLL</b>- Oral retell. Innovating the story (oral). Creating their own version of the story (oral). Answer how and why questions.</p> <p><b>PD</b>- Focus on climbing (climbing wall, large equipment in the hall). Discussion about fruit and vegetables.</p> <p><b>Literacy</b>- Writing a retell of the story Read and respond to the story (literal and no-literal)</p> <p><b>Maths</b>- Use shapes to create a castle. Bean maths, sort, count, compare, subitise, estimate amounts. Solve bean problems.3D shapes linked to castles.</p> <p><b>UTW</b>- Plant beans and learn about the life cycle of a plant. Grow beans in different conditions. Signs of Spring. It is ok to like different things, 'respect'.</p> <p><b>EMM</b>- Make up songs and rhymes about Jack. Add music and sounds to the songs. Growing songs. Leaf printing. Collage with beans and other objects.</p>	<p><b>PSE</b>- Mother's Day. What is special about our Mums? How do our Mums look after us? What kind thing could we do to show our Mums how much we love them? Who lives in your house? Draw a picture of their family.</p> <p><b>CLL</b>- How would trick the wolf? Can you think of a different ending to the story. Explore other traditional tales that have more than one ending. Which ending do you like best, why? Explain how they built a house and why they chose those materials. Oral retell</p> <p><b>PD</b>- Build a house with large equipment outside for the Three Little Pigs.</p> <p><b>Literacy</b>- Wanted Poster. Draw and label a house. Speech bubbles from the story</p> <p><b>Maths</b>- Recording investigation results on a table. My building design on graph paper</p> <p><b>UTW</b>- Plan and carry out an investigation to find out which material is the best to build a house with. Easter story.</p> <p><b>EMM</b>-Use small world resources and construction resources to build a strong house. Design their own house. Imaginative role-play with masks from the story.</p>

## Summer Term

The Very Hungry Caterpillar (Caterpillars) by Eric Carle



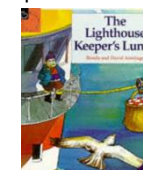
Spider Sandwiches by Sue Hendra



Supertato by Sue Hendra



The Lighthouse Keeper's Lunch by Ronda and David Armitage



**PSE**- Why do we need to care for living things? What happens if we don't? How does it feel when people care for us?

**CLL**- Listen to clues about our special visitors, what do you think they are? Why? How will you know if you are right?. Oral retell. What do we already know about caterpillars? What do we want to find out? Making predictions and observations about the caterpillars.

**PD**- Moving like caterpillars and butterflies. Making caterpillars from clay.

**Literacy**- Diary entries. Labelling a lifecycle. Writing minibeast stories. Retelling the story (writing). Writing facts about caterpillars.

**Maths**- Doubling, halving and sharing with butterflies and ladybirds. Symmetrical patterns. Order numbers to 20.

**UTW**- Caring for caterpillars. Internet research about caterpillars. Match animals to their habitats. Explore minibeasts- similarities and differences.

**EMM**- Butterfly and caterpillar patterns using a range of media.

**PSE**- Discussion about holy and safe spaces. Look at photos of different places of worship and discuss.

**CLL**- Listen to, and following, instructions to make a sandwich. Make observations of minibeasts in the outside environment.

**PD**- Make a healthy sandwich. What does healthy mean? Safe use of knives. Make spider webs from string.

**Literacy**- Reading recipes, Writing recipes Non-fiction writing about mini beasts Writing minibeast stories. Making own books.

**Maths**- Make a tally sheet to count bugs. Minibeast sorting, comparing, counting, addition and subtraction. Estimate amounts of minibeasts (different sizes)

**UTW**- It is ok to like different things, 'respect'. Discuss phobias and likes and dislikes. Minibeast hunt and investigation.

**EMM**- Making minibeasts with collage materials. How could you wash incy out of the guttering?

**PSE**- How do you think the vegetables feeling in the story? Why? Do you think the Evil Pea is a bully? Why? What is bullying? Do you think the vegetables should be kind to the Evil Pea even though he wasn't kind to them?

**CLL**- Describe where you found an 'Evil Pea'. How could we free the Evil Pea? Will that idea work? How can we find out? What else could we try? Listen, and respond, to audio of other stories in the series.

**PD**- Planning and completing an obstacle course to show 'Super strength'.

**Literacy**- Red letter from the Evil Pea. Reading secret messages. Speech bubbles. Labels and captions about where the Evil Pea is. Reading sentences. Writing a retell. Secret mission writing. Writing their own stories with narrative features (exceeding children)

**Maths**- Counting in 2's, 5's and 10's. Solve problems and make up number stories. Weigh and compare vegetables.

**UTW**- Watch a video exert from the story and then make a video of the first part of the story. Father's Day. How do the men in our lives help us?

**EMM**- Make your own 'Super veggie'. Super hero role play and songs. Use a range of one handed tools to free the evil pea. Build a trap for the Evil Pea.

**PSE**- How can we stay safe at the seaside? Preparing for the move to Year 1. Reflecting on our year in Reception. Encourage resilience in activities. Solve problems in play.

**CLL**- Planning and talking about journeys. How could we make a pulley? What do we need? Why didn't that work? What should we try next? What would you have in your picnic basket and why? Encourage the use of detail and descriptive language. Listen, and respond, to audio of other stories in the series.

**PD**- Operating the pulley.

**Literacy**- Reading postcards. Writing postcards. Writing a shopping list. Writing picnic invitations. Making own books.

**Maths**- Use positional and time language to describe journeys. Use language of time to talk about past family events. Compare capacity of buckets. Shells problem solving

**UTW**- Discussion about Summer. Where have you been on holiday? Compare geographical features. Design a simple 'beebot' program and describe the journey using positional language. How can we look after the beach to keep it safe and clean for everyone to use? Can we do the same where we live? Children take photos/videos of something they have enjoyed in Reception and record audio to go alongside.

**EMM**- Design and make a pulley system to move the Lighthouse Keeper's lunch across the playground. Design your own lunch. Children take photos/videos of something they have enjoyed in Reception and record audio to go alongside.

