



















Trinity Church of England/Methodist Primary School
Reception Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>General themes</p>      	<p>Me and My World</p> 	<p>Festivals and Celebrations</p> 	<p>Fantasy and Adventure</p> 	<p>Special People</p> 	<p>Come Outside</p> 	<p>Let's Explore</p> 
<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p> <p>CL will be a focus throughout the year and will be developed through opportunities and experiences such as:</p> <p>Daily key person, daily story time, PSED, singing, phonics, speech and language interventions, Early Talk Boost, etc.</p>	<p>Settling in activities</p> <p>Talking about themselves and their families</p> <p>Sharing familiar experiences</p> <p>Talking about the things they like and do not like</p> <p>Talking about the things they want to do</p>	<p>Developing listening skills, be able to talk about what good listening looks like and why listening is important</p> <p>Listening to stories and responding with relevant comments, questions and actions</p> <p>Confidently sing and join in with rhymes</p> <p>Confidently share ideas and talk in front of familiar adults and small groups of children</p> <p>Respond to how and why questions related to personal and everyday experiences</p> <p>Developing, extending and using vocabulary</p>	<p>Listen to and talk about familiar stories and show their understanding through discussions</p> <p>Recall key events in stories and begin to use story language</p> <p>Listening attentively for longer periods of time, responding to ideas and opinions of others</p> <p>Asking how and why questions to help them find out more</p> <p>Continue to learn and use new vocabulary</p> <p>Continue to learn thymes, poems and songs</p> <p>Use spoken language to describe events and characters</p>	<p>Listen to and engage with non-fiction texts and use related vocabulary</p> <p>Listen and respond to stories, retelling them in their own words using props and story language</p> <p>Ask questions to find out more and to deepen their knowledge and understanding</p> <p>Articulate their ideas and thoughts into well-formed sentences, using connectives such as, and, because</p> <p>Use familiar and new vocabulary in all aspects of the learning environment</p>	<p>Respond to and ask who, what, where, when, why, how questions to find out more and to explain their knowledge</p> <p>Use their increased vocabulary knowledge to clearly express their knowledge and understanding</p> <p>Use talk to clearly and concisely clarify their thinking, ideas and feelings</p> <p>Innovate familiar stories with their own ideas</p> <p>Listen to and engage in non-fiction texts</p> <p>Describe events in detail, for example a trip</p>	<p>Developing use of language to communicate, they will hold back and forth conversations with other people</p> <p>Listen to conversations and discussions and respond with relevant comments, questions or actions</p> <p>When speaking they will use a range of new and previously learned vocabulary and they will use a range of tenses</p> <p>Listen in a range of situations for longer periods of time</p>








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Personal, Social and Emotional Development	Listening to and following instructions	Talking about how and why they are feeling a certain way	Continue to explore feelings and emotions and begin to learn strategies to manage their emotions	Learning to adapt own behaviour to suit different situations and be able to manage emotions in an age appropriate manner	Use different techniques to control and explain their feelings and emotions	Set and work towards simple goals, talking about their personal aspirations
Managing Self	Talking about themselves and how they feel	Consider the feelings of other people	Talking about their understanding of friendship and how they can be a good friend	Continue to develop and embed firm friendships, taking turns and sharing fairly	Learning to deal with conflicts without adult intervention or support	Able to wait for what they want and control their immediate impulses when appropriate.
Self-Regulation	Exploring feelings and emotions	Continue to build friendships and relationships	Talk about the need for rules and behaviour expectations, understand that there are consequences for inappropriate behaviours	Learning to manage own behaviour in line with the behaviour expectations and modify this as necessary	Enjoy exploring the learning environment and experiences with other like-minded children	Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Making Relationships	Focus on personal hygiene, looking after their own things and changing into their PE kit	Understand and follow rules and expectations	Developing perseverance and resilience when faced with challenges	Listening to the ideas and opinions of other children and agreeing on solutions and compromises	Embed friendships through shared interests	Demonstrate a 'can do' attitude and persevere when faced with challenges
	Talking about changes to body when exercising (PE linked)	Managing personal hygiene and needs, including using the toilet and talking about healthy food options	Continue to manage personal needs and to understand the importance of personal hygiene	Show increased independence with dressing and undressing and managing personal belongings	Learning to work collaboratively within a larger group and with less familiar children	
	Develop friendships with other children through small groups activities and using the provision	Exploring how exercise helps their body to stay healthy	Talk about healthy choices and healthy lifestyles		Independently manage all aspects of self-care, including cutting food, peeling fruit and dealing with fastenings on clothes	
	Learning how to use the resources in the environment with respect, sharing and taking turns					

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Physical Development	<p><i>Fine motor will be developed throughout the year through both adult-led learning and continuous provision, e.g. funky fingers, dough disco, threading, weaving, cutting, malleable resources, etc.</i></p>					
Fine Motor	<p>The following key learning will be covered throughout the year:</p> <ul style="list-style-type: none"> • Fine Motor Skills <p>Linked to handwriting//drawing:</p> <ul style="list-style-type: none"> • Movement of body parts • Strength • Pencil grip and pressure • Lines and patterns • Drawing • Manipulation of tools, such as scissors, rolling pins, cutting tools, etc. • Control of writing tools and equipment • Letter formation, size and presentation 					
Gross Motor	<p><i>Gross motor will be developed throughout the year through both adult-led learning and continuous provision, e.g. climbing equipment, obstacle course, outdoor gym equipment, wheeled resources, such as, bikes, scooters, wheelbarrow, prams, etc.</i></p>					
	<p>The following key learning will be covered throughout the year:</p> <ul style="list-style-type: none"> • Fundamental movement skills • Gross motor skills/movement • Spatial awareness • Use of apparatus • Body strength • Movement of body parts 					
	<p>Lancashire PE unit: Fundamental Skills</p>	<p>Lancashire PE unit:</p>	<p>Lancashire PE unit:</p>	<p>Lancashire PE unit:</p>	<p>Lancashire PE unit:</p>	<p>Lancashire PE unit:</p>

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Literacy Comprehension Word Reading Writing CORE TEXTS	Fiction – Emotions Book/In My Heart Non-fiction – Big Book of Families Poetry/rhyme – Nursery Rhymes (weekly NR to learn) Action song – Head, Shoulders, Knees and Toes Writing focus – labelling and name writing	Fiction – Stickman Non-fiction – Getting ready for Celebrations (list) Poetry/rhyme – Firework poem Continue with NR – rhyme of the week Action song - I'm a Little Diva Lamp Writing focus – lists, CVC words and captions linked to phonics	Fiction – Jack and the Beanstalk Non-fiction – Chinese new Year Poetry/rhyme – Dinosaur, dinosaur turn around rhyme Action song – Chinese new Year Dragon Dance Writing focus – captions and sentences (Begin with captions, moving onto writing sentence(s) for final piece. Model sentence about what Jack looks like/feels and then retell end)	Fiction – Superheroes Like You Non-fiction – Special People (focus on the layout and features of NF texts) Poetry/rhyme – 5 Brave Firefighters Action song – I'm a firefighter song Writing focus – profile sheet and posters (captions – describing qualities – sentences – job profile/posters)	Fiction – The Very Hungry Caterpillar Non-fiction – The Bean Diary Poetry/rhyme – 5 Peas in a Pea Pod (innovate) Action song – If I were a Minibeast song Writing focus – diary (story mapping – list days of the week/spell – model time connective – diary format – model writing) CP – party invitations (Ugly Bug Ball) – independent use of days of the week	Fiction – The Snail and the Whale Non-fiction – Explorers and how they travel Poetry/rhyme – Walking with my iguana Action song – Writing focus – write about their own journey/ a journey they want to go on (story map and captions – week 2 – days of the week – when what who where. HA might stat their journey and develop over a few weeks)
SUPPLEMENTARY TEXTS	Owl babies Funny Bones Ruby's Worry Worryasaurus Big Book of Families It's Okay to be Different The Same but Different too Poems about friends and families Action and counting	Rama and Sita Kippers Birthday Scarecrows Wedding Julia Donaldson Books The Christmas story/Nativity Letters to Santa Father Christmas needs a wee The Snowman	The Singing Mermaid Dear Dinosaur Sugarplum and the Unicorn Zog Superheroes comics/books Chinese New Year Spring Mr Wolfs Pancakes Chinese New Year rhymes Pirate poems	Fireman Sam Topsy and Tim Paw Patrol Postman Pat Mog and the V-E-T Nurses and Doctors story The Jolly Postman Easter Story Special People non-fiction texts	The Tiny Seed Jaspers Beanstalk Super worm Snug as a Bug What the Ladybird Heard Non-fiction texts about seeds and growing plants Minibeast rhymes and poems	Whatever Next Handa's Surprise The Train Ride We're Going on a Bear Hunt We're Going on aHunt Dora the Explorer Books about places such as the moon, jungle, desert, etc.

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	rhymes	Letter to Santa Seasonal poems and rhymes		NF about scientists and mathematicians NF monarchs		Books about explorers
		Christmas and Nativity songs		999 rhyme		







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<p>Mathematics</p> <p>Number</p> <p>Numerical Patterns</p>	<p>Lancashire EYFS Maths Planning – Autumn Term is based on the Number Land idea.</p> <p>The focus is building strong foundations in number throughout the Autumn term. This approach helps children to understand:</p> <ul style="list-style-type: none"> - what numbers are - how numbers relate to each other - how numbers can be made in different ways - what addition and subtraction mean - the language of part and whole <p>Many other aspects are covered including 2-D shape, patterns, counting, matching, comparing and sorting, as well as communication and collaborative working.</p>	<p style="text-align: center;">Lancashire EYFS Maths Planning</p> <p style="text-align: center;">Over the terms the children will be given the following additional opportunities for Learning:</p> <ul style="list-style-type: none"> - Rote counting back from 20 - Counting sounds and actions and keeping track of the count - Understand and use the terms second, third, fourth and fifth to describe position in a line - In everyday situations, understand and use the terms forwards, backwards, up, down, turn - Understand that money can be in the form of coins and notes - Understand that money can be paid in other ways such as plastic card or using the internet - Sort coins into sets, e.g. all 1p coins, all 2p coins etc. - Identify the properties of a 1p coin, e.g. brown/copper, round, small - Select the 1p coin(s) from a larger group of mixed coins - Understand that we can compare the order of events using words such as ‘before’ and ‘after’ - Use the word ‘before’, understanding that it refers to preceding a particular event or item - Use the word ‘after’, understanding that it refers to following a particular event or item - Use the word ‘between’, understanding that it refers to the middle or second of three events - Use the word ‘today’, understanding that it refers to the current day - Use the word ‘yesterday’, understanding that it refers to the day before today - Use the word ‘tomorrow’, understanding that it refers to the day after today - Name the days of the week (not necessarily in order) - Join in with rote recital of the days of the week in order 			
		<ul style="list-style-type: none"> • Counting and comparing • Partitioning and understanding part-whole • Understanding teen numbers • Distance (length, height, width) • Mass/Weight and Capacity/Volume • Shape and sorting 	<ul style="list-style-type: none"> • Addition • Subtraction • Halving and Doubling • Number Sense • Addition and Subtraction 	<ul style="list-style-type: none"> • Counting, Comparing and Ordering • Understanding Part – Whole with Addition and Subtraction • Fractions • Distance and Mass/Weight • Capacity/Volume and Money • Shape and Sorting 	<ul style="list-style-type: none"> • Time • Space • Money and Sorting • Number Sense • Addition and Subtraction

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<p>Understanding the World</p> <p>Past and Present</p>	<p>Talking about key events in their own life</p> <p>Talking about their own family and friends</p> <p>Talking about how they have grown and changed</p> <p>Looking at other people and noticing how they have grown and changed</p> <p>Talking about pre-school experiences</p>	<p>Talking about memories of personal celebrations and traditions, e.g. birthdays, Christmas, bonfire night</p> <p>Discussing and sharing experiences of family traditions, e.g. Christmas and birthdays</p>	<p>Talking about similarities and differences between the past and now using experience and the things they have read/heard about in books</p>	<p>Compare and contrast characters from stories, including figures from the past</p>	<p>Talk about what is the same and different, observe and record the changes that occur to the plants there are growing, using appropriate vocabulary</p>	<p>Develop their understanding of past and present through events and significant people (house teams/vehicles)</p> <p>Talk about similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>Develop a greater understanding of the past through settings, characters and events encountered in books read in class and storytelling.</p>
<p>People and Communities</p>	<p>Learning about our school, the school community, where our school is and where they live – types of houses and features of their own house</p> <p>Families – talk about members of their family and community, naming and describing people who are familiar to them</p>	<p>Learning about different cultures and communities, linked to celebrations, e.g. Rama and Sita/Diwali, Christmas</p> <p>Learning about different countries around the world, introduction to world map/Globe, e.g. India, Lapland</p>	<p>Making links and comparisons between different cultures, religions and celebrations (Diwali and CNY)</p> <p>Learning about China and Chinese culture</p> <p>Making comparisons between their environment and other countries - China</p>	<p>Learning about the roles of people in the community and how they help society</p> <p>Name, recognise and talk about people who help us in their own community</p>	<p>Begin to understand how a map works, what we need a map for and explore the features of a simple map</p> <p>Create and follow a map – outdoor area, classroom and walk to UP</p>	<p>Explore a different environment, e.g. space, ocean, using sources, such as books, internet and videos</p> <p>Revisit learning around maps – use a map to find hidden things in the natural environment</p> <p>Locate oceans, land, sea,</p>







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	<p>Friendship – understanding self – class – 3 classes- school</p> <p>Talking about how they are special to God</p>	<p>Understand that people have different beliefs and celebrate special times in different ways</p> <p>Learning about Jesus as a special person</p> <p>Identify and talk about special people in their own lives</p>				<p>significant landmarks on a local/world map/globe</p>
<p>The Natural World</p>	<p>Talking about similarities and differences between themselves and others, understand the terms 'same' and 'different'</p> <p>Naming their main body parts</p> <p>Talking about changes to the natural world - seasonal</p>	<p>Talking about and exploring seasonal changes, asking questions to further personal understanding and knowledge</p> <p>Explore how materials changes through moulding, twisting, heating (make cakes, salt dough decorations and play food)</p>	<p>Observing seasonal changes in the natural world</p> <p>Melting ice (natural or made)</p> <p>Making bird feeders – learning about looking after wildlife</p>	<p>Observing seasonal changes - spring hunt, collecting information, taking pictures, etc.</p> <p>Explore growth, change and new life</p> <p>Learn about the role animals play in their world and find out about looking after animals (Alldays Farm)</p>	<p>Plant seeds and care for growing plants, observe and notice changes. Record changes and observations – drawings, labels, writing, photographs, video</p> <p>Understand and talk about the key features of the life cycle of a plant and an animal.</p> <p>Show that they understand the need to respect and care for the natural environment and all living things through discussion and actions</p>	<p>Recognise that natural environments can be different from the one they live in</p> <p>Shackleton – ice/artic – watching ice melt, etc.</p>

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Expressive Art and Design	<p>KAPOW</p> <p>Creating self-portraits, using different materials and techniques</p> <p>Using natural materials to create faces</p> <p>Colour Monster – colour mixing</p> <p>Experiment with different ways to build, construct and join resources</p> <p>Learning, singing and performing nursery rhymes</p> <p><u>ROLE PLAY</u> Hospital Home Corner</p>	<p>KAPOW</p> <p>Using different paints and textures to represent learning, e.g. fireworks</p> <p>Mixing colours to make fireworks</p> <p>Design and make Rangoli patterns</p> <p>Christmas cards – cutting skills</p> <p>Outdoor art – what can it be? Linked to Stickman</p> <p><u>ROLE PLAY</u> Café (cutting skills – cutlery, real toast/bread, bananas – link this to playdough using knives and forks to cut) Home Corner</p>	<p>KAPOW</p> <p>Chinese dragon making – attaching, joining, folding</p> <p>Observational drawings/painting of cherry blossom</p> <p>Making Chinese lanterns</p> <p>Outdoor art – large feet, tyres and cars tracks Bubble blowing/painting</p> <p>Mother's Day cards</p> <p><u>ROLE PLAY</u> Home corner (CNY enhancements) Pirate Ship/fantasy world Superhero station – hut</p>	<p>KAPOW</p> <p>Drawing and creating animals using different materials, tools and techniques, including collage and 3D</p> <p>Easter cards</p> <p>Outdoor art – observational drawing – tulips (colour mixing)</p> <p><u>ROLE PLAY</u> Home corner Vets, police station or post office Farm house and farm yard - hut</p>	<p>KAPOW</p> <p>Honeycomb patterns and collage, printing and shape comparisons</p> <p>3D minibeasts – clay, natural materials, fruit and veg</p> <p>Outdoor art – observational drawings of plants</p> <p><u>ROLE PLAY</u> Home Corner Fruit and veg shop Garden centre – hut Minibeast Laboratory</p>	<p>KAPOW</p> <p>Art – linked to end of year Worship 3D construction – joining and creating, improving work, design and make</p> <p>Making shelters and back packs (Dora/Diego the Explorer)</p> <p><u>ROLE PLAY</u> Home corner Safari Campsite Explorers - hut</p>