



Year R – Long Term Plan

RECEPTION LONG TERM PLAN

Characteristics of Effective Learning	<p>Playing and exploring: Children investigate and experience things, and ‘have a go’.</p> <p>Active learning: Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.</p> <p>Creating and thinking critically: Children have and develop their own ideas, make links between ideas, and develop strategies for doing things</p>					
Overarching Principles	<p>Unique Child: Every child is unique. Each child develops at their own pace, with their own set of strengths, interests, and needs. The principle of the unique child emphasizes the importance of recognizing and celebrating individual differences in the classroom or care setting.</p> <p>Positive Relationships: Positive relationships with adults, peers, and other children are foundational to a child’s social, emotional, and cognitive growth.</p> <p>Enabling environments: An enabling environment is one that provides a rich, varied, and stimulating setting where children feel safe to explore, learn, and play.</p> <p>Learning and Development: Learning and development are interconnected, and the framework outlines several areas of learning that contribute to a child’s holistic development.</p>					
Corner-stone Units → EYFS Statutory Framework ↓	Term 1 Once Upon a Time	Term 2 Me and My Community	Term 3 Animal Safari	Term 4 Ready, Steady, Grow	Term 5 Splash!	Term 6 Marvellous Machines

Communication and Language	Listening, Attention and Understanding, Speaking	* Learning how to communicate with friends and teachers * Listening to and talking about stories to build familiarity and understanding. * Understanding how to listen carefully and why listening is important.	* Talking about our families and describing events * Learning new vocabulary and using new words in their own learning * Learning to articulate their ideas and thoughts in full sentences. * Using talk to help work out problems	* Asking questions to find out more and to check they understand what has been said to them. * Learning to explain how things work and * Listening to and talking about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	* Engaging in conversations during their learning with their teacher and peers. * Making comments about what they have heard and asking questions to clarify their understanding	* Talking about their own experiences and learning, using past, present and future tenses and making use of conjunctions * Offering their own ideas and listening to the responses of others	* Responding during conversations and learning with relevant questions, comments and actions * Offering explanations for why things might happen, making use of recently introduced vocabulary from previous learning
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Personal, Social and Emotional Development	Managing Self, Building Relationships, Self-Regulation	* Making friends and developing positive relationships with teachers * Beginning to familiarise themselves with new routines and rules * Managing their own needs, including personal hygiene * Developing confidence in trying new activities in their new environment	* Talking about the different factors that support their overall health and wellbeing * Talking about things that are important to us – celebrations, festivals and families * Learning to work and play co-operatively * Learning to regulate their own behaviour, identifying their own feelings and those of others	* Learning to regulate their behaviour according to their own and others' feelings * Beginning to explain the reasons for rules, and regulate their behaviour accordingly * Thinking about the perspective of others	* Interacting with others when engaged in their own learning * Showing an ability to follow instructions involving several ideas or actions. * Understanding the importance of healthy food choices.	* Setting and working towards simple goals and celebrating their own and others' achievements * Showing resilience and perseverance in the face of challenge.	* Understanding the importance of healthy food choices and knowing the importance of exercise, a healthy diet, and keeping safe * Building upon positive relationships with adults and children to support transition to Year 1

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Physical Development	Gross Motor Skills, Fine Motor Skills	* Developing fine motor skills using a range of tools safely and confidently through Fingergym activities * Refining their fundamental gross movement skills, developing confidence and body strength	* Developing fine motor skills through Fingergym activities in preparation to hold a pencil effectively * Beginning to develop co-ordination and negotiate space and obstacles safely	* Using their core muscle strength to achieve a good posture when sitting at a table or on the floor. * Developing tripod pencil grip * Combining different movements with ease and fluency.	* Developing balance, co-ordination and agility * Developing competence, precision and accuracy in gross motor skills	* Handling equipment and tools effectively * Showing accuracy and care when drawing * Moving energetically in a range of ways, negotiating obstacles	* Negotiating space safely at speed and with changes of direction * Holding a pencil effectively in preparation for fluent writing using the tripod grip
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Literacy	Comprehension, Word Reading, Writing	<ul style="list-style-type: none"> * Speaking in sentence-like structures * Repeating well-known refrains from Tales * Learning correct use of pronouns * Hearing a variety of literature to develop a life-long love of reading * Reading <i>Little Wandle</i> phonics: phase 2 graphemes, segmenting and blending and tricky words * Early mark making skills in preparation for writing * Nursery Rhymes <p><i>The Write Stuff</i> Units for inspiration:</p> <p>Traditional Tales The Three Little Pigs The Gingerbread Man Goldilocks and the Three Bears Little Red Riding Hood</p>	<ul style="list-style-type: none"> * Expressing their ideas and feelings about their experiences using full sentences * Talking about stories and about the world around us * Reading <i>Little Wandle</i> phonics: more phase 2 graphemes, segmenting and blending and tricky words in phrases * Letter formation and segmenting for spelling simple words * Learning about capital letters, full stops, finger spaces * Number Rhymes <p><i>The Write Stuff</i> Units for inspiration:</p> <p>Stories about Self-regulation Poppies On Sudden Hill The Dot Ruby's Worry Inside Out Excitable Edgar</p>	<ul style="list-style-type: none"> * Reading <i>Little Wandle</i> phonics: phase 3 graphemes, segmenting and blending and tricky words in phrases * Beginning to read and write simple sentences * Using phonic knowledge to record dictated sentences * Using capital letters, full stops, finger spaces, conjunction: and * Habitats * Animal rhymes <p><i>The Write Stuff</i> Units for inspiration:</p> <p>Stories about Animals Owl Babies Foxes in the Snow Polar Bear and the Snow Cloud Bumble Bear Giraffes Can't Dance</p>	<ul style="list-style-type: none"> * Reading <i>Little Wandle</i> phonics: more phase 3 graphemes, segmenting and blending and tricky words in sentences * Writing simple sentences using teacher and own ideas and phonetic knowledge * Using capital letters, full stops, finger spaces, conjunction: and, exclamation and question marks * Anticipating key events in stories * Instructions * Poems and songs about growing <p><i>The Write Stuff</i> Units for inspiration:</p> <p>Stories about Food and Plants Carrot Club Oliver's Vegetables Jack and the Beanstalk Chocolate Mug Cake Everything You Need for a Tree House <i>Then, Now, Next (an autobiography)</i></p>	<ul style="list-style-type: none"> * Reading <i>Little Wandle</i> phonics: phase 4 segmenting and blending and tricky words in sentences * Writing simple sentences using own ideas and phonetic knowledge * Using capital letters, full stops, finger spaces, conjunction: and, exclamation and question marks * Decoding of unfamiliar words and speedy recognition of familiar printed words * Retelling stories and narratives * Habitats <p><i>The Write Stuff</i> Units for inspiration:</p> <p>Stories about the Ocean and the Environment The Rainbow Fish One Tiny Turtle If Sharks Disappeared We're Going on a Bear Hunt (shark, turtle, crab, octopus) Hunt</p>	<ul style="list-style-type: none"> * Reading <i>Little Wandle</i> phonics: more phase 4 segmenting and blending and tricky words in sentences * Writing sentences of own story ideas that can be read by others * Using capital letters, full stops, finger spaces, conjunction: and, exclamation and question marks * Writing own stories: choosing our own characters and writing sequels and alternative plots. * Discussing newly-learned vocabulary and texts <p><i>The Write Stuff</i> Units for inspiration:</p> <p>Stories about Machines and Journeys The Trail of the Snail Mrs Armitage on Wheels</p>

<p style="text-align: center;">Mathematics</p>	<p style="text-align: center;">Mastering Number content, Number, Numerical Patterns</p>	<p><i>Mastering Number:</i></p> <ul style="list-style-type: none"> * Identify when a set can be subitised and when counting is needed * Subitising different arrangements, both unstructured and structured, including using the Hungarian number frame * Making different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills * Hearing and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number <p><i>White Rose Maths:</i></p> <ul style="list-style-type: none"> Match objects Sort objects by colour, size, shape Find objects that are the same or different Compare and order size, mass, capacity 	<p><i>Mastering Number:</i></p> <ul style="list-style-type: none"> * Spotting smaller numbers 'hiding' inside larger numbers * Connecting quantities and numbers to finger patterns and exploring different ways of representing numbers on their fingers * Developing counting skills and knowledge, including that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds * Comparing sets of objects by matching <p><i>White Rose Maths:</i></p> <ul style="list-style-type: none"> Copy and make patterns: colour, size, actions, sounds Circles and triangles in the environment Positional language Combine shapes Use sand timers 	<p><i>Mastering Number:</i></p> <ul style="list-style-type: none"> * Beginning to develop the language of 'whole' when talking about objects which have parts * Continuing to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals * Beginning to identify missing parts for numbers within 5 * Exploring the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame <p><i>White Rose Maths:</i></p> <ul style="list-style-type: none"> identify and name circles and triangles Compare circles and triangles Shapes in the environment Describe position Identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment Compare mass 	<p><i>Mastering Number:</i></p> <ul style="list-style-type: none"> * Focusing on equal and unequal groups when comparing number * Understand that two equal groups can be called a 'double' and connect this to finger patterns * Sorting odd and even numbers according to their 'shape' * Continuing to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern * Ordering numbers and playing track games * Joining in with verbal counts beyond 20 <p><i>White Rose Maths:</i></p> <ul style="list-style-type: none"> Find a balance Explore capacity Compare capacity Explore length Compare length Explore height Compare height Talk about time Order and sequence time 	<p><i>Mastering Number:</i></p> <ul style="list-style-type: none"> * Continuing to develop their counting skills, counting larger sets as well as counting actions and sounds * Exploring a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame * Comparing quantities and numbers, including sets of objects which have different attributes <p><i>White Rose Maths:</i></p> <ul style="list-style-type: none"> Recognise and name 3D shapes Find 2D shapes within 3D shapes Use 3D shapes for tasks 3D shapes in the environment Identify more complex patterns Copy and continue patterns Patterns in the environment 	<p><i>Mastering Number:</i></p> <ul style="list-style-type: none"> * Continuing to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 * Beginning to generalise about 'one more than' and 'one less than' numbers within 10 * Continuing to identify when sets can be subitised and when counting is necessary * Developing conceptual subitising skills including when using a rekenrek <p><i>White Rose Maths:</i></p> <ul style="list-style-type: none"> Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2D shape pictures Find 2D shapes within 3D shapes
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Understanding the World	Past and Present, People, Culture and Communities, The Natural World	* Talking about members of their immediate family and community. * Commenting on familiar situations from their past * Beginning to understand the past through settings, characters and events encountered in books and storytelling. * Comparing and contrasting characters they learn about	* Gaining knowledge of the people around them and their roles * Learning about special places and different celebrations and festivals * Understanding past and present...ourselves as babies v now * Describing people who are familiar to them and people who help us	* Exploring the natural world around them and observing changes in seasons and states of matter * Drawing information from a simple map * Recognising some similarities and differences between life in this country and life in other countries. * Recognising some environments that are different to the one in which they live	* Making observations of plants and talk about where they grow and how * Planting seeds and bulbs and learning about their growth	* Knowing some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences	* Exploring the natural world around them, making observations and drawing pictures of animals and plants.
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Expressive Arts and Design	Creating with Materials, Being Imaginative and Expressive	<ul style="list-style-type: none"> * Exploring colour and effects to express their ideas and feelings * Learning to use tools safely * Using story characters and settings in their play * Singing songs and Nursery Rhymes * Listening to, moving to and talking about music 	<ul style="list-style-type: none"> * Creating self-portraits * Exploring texture and media to create and be expressive * Refining ideas and developing their ability to represent them * Creating collaboratively, sharing ideas, resources and skills * Exploring and engaging in music making and dance 	<ul style="list-style-type: none"> * Exploring different media * Using colour for a purpose * Exploring rhythm, pitch, melody * Develop storylines in their learning * Expressing their feelings about and responses to music 	<ul style="list-style-type: none"> * Using a variety of materials, tools and techniques safely * Experimenting with colour, design, texture, form and function * Sharing their creations, explaining the process they have used. * Making use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> * Representing their own ideas, thoughts and feelings through design and technology, art, music dance, role-play & storiesg * Performing songs, rhymes, poems and stories with others * Moving in time with music 	<ul style="list-style-type: none"> * Making use of props and materials to develop narratives, characters and stories * Inventing, adapting and recounting narratives and stories
	Religious Education	Kent Syllabus	Which stories are special and why?	Which people are special and why?	What places are special and why?	What times are special and why?	Being Special: Where do we belong?
PSHE	Scarf Units	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages Girls and boys – similarities and difference
PE	Pass Units	Travelling Skills	Dance - Animals	Dance - Minibeasts	Manipulating Equipment	Striking and Fielding	Athletics
Enrichment Visits Speakers			Visit from People who Help		Visit to Supermarket		Rocky's Animals

Learning Experience Stunning Start	Once Upon a Time Dressing Up Day	Me & My Community A walk around school to explore roles of adults	Animal Safari Sharing our home pets	Ready, Steady, Grow Trip to Supermarket	Splash! Dressing Up Day Fish kites	Marvellous Machines Remote-control toys
Marvellous Middle	provocations/invitations during Child Initiated	Huge boxes to create dens/trains, etc inspired by 'On Sudden Hill'	make animal from clay	Making Chocolate Mug Cake (inspired by 'Chocolate Cake' story)	Assembly contribution about environmental issues	Making machines
Fantastic Finish	Parents in to read a story to their child	Visit to Fire Station	Parent open classroom	Making a super salad	Fun swimming session	Parents in to try out machines built by children
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