



## Reception Long Term Plan - Year A

|                                   | <b>CURRICULUM LONG TERM PLANNER</b>   |                    |   |                    |   |                        |
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|                                   | <b>EYFS – Nursery</b>   |                    |   |                    |   |                        |
| <b>Year A (even)</b>              | <b>Autumn 1</b>   | <b>Autumn 2</b>    | <b>Spring 1</b>   | <b>Spring 2</b>    | <b>Summer 1</b>   | <b>Summer 2</b>        |
| <b>St John's Values</b>           | Self Control and Patience   | Gentleness and Joy | Faith and Faithfulness  | Love               | Goodness and Kindness   | Peace and Peacefulness |
| <b>British Values</b>             | Rule of Law   | Democracy          | Tolerance for those of different faiths and beliefs   | Individual Liberty | Mutual Respect  |                        |
| <b>Fundamental British Values</b> | <p style="text-align: center;"><b>Democracy</b></p> <p>Let children know their views count and encourage everyone to value each other's opinions and values. Let children share views on what activity should come next with a show of hands.</p> <p>Provide activities that involve turn-taking, sharing and collaboration.</p> <p>Give children opportunities to develop enquiring minds by creating a setting where all questions are valued.</p>  |                    | <p style="text-align: center;"><b>Rule of Law</b></p> <p>Ensure that children understand their own and others' behaviour and its consequences, helping them to distinguish right from wrong</p> <p>Work with children to create the rules and the codes of behaviour, such as agreeing the rules about tidying up, and also ensuring children understand that the rules apply to everyone</p> |                    | <p style="text-align: center;"><b>Individual liberty</b></p> <p>Provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example, through allowing children to take risks on an obstacle course and talking about their experiences and learning</p> <p>Encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand everyone is free to have different opinions</p> |                        |
|                                   | <p style="text-align: center;"><b>Mutual Respect and Tolerance</b></p> <p>Encourage and explain to children about the importance of tolerant behaviours, such as sharing and respecting each other's opinions</p> <p>Promote diverse attitudes and challenge stereotypes, for example, by sharing stories that reflect and value the diversity of children's experiences</p> <p style="text-align: center;">Provide resources and activities that challenge gender, cultural and racial stereotyping</p> <p style="text-align: center;">Create an ethos of inclusivity and tolerance at your setting where views, faiths, cultures and races are valued</p> <p style="text-align: center;">Arrange visits whereby children can engage with the wider community</p> <p>Encourage children to acquire a tolerance, appreciation and respect for their own and other cultures by discussing with children the similarities and differences between themselves and others; and among families, faiths, communities, cultures and traditions</p> |                    |   |                    |   |                        |

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|   | Share and discuss practices, celebrations and experiences.   |   |   |   |  |   |
| <b>Memorable experiences</b>  | People Who Help Us!<br>Visitors in school.<br><br>Planetarium Visit  | Autumn Walk<br>(Arboretum)<br><br>See Santa   | Winter Walk   | Safari Park/ Museum   | Grandparents<br>Gardening Day  | Seaside Visit   |
| <b>Key Texts</b>  | Once There Were<br>Giants.<br>Lost and Found.<br>Peace at last, Owl<br>Babies and How to<br>Catch a Star.  | Leaf Man and How<br>Many Seeds in a<br>Pumpkin?<br>The first Christmas.   | The Gruffalo's Child<br>and Kipper's Snowy<br>Day.  | Dinosaur Roar, Cave<br>Baby, The Big Book of<br>Dinosaurs and Dear<br>Dinosaur. The colour<br>Monster.  | Errol's Garden, My<br>Butterfly Bouquet and<br>Jump and Shout.<br>Through the Magic<br>Mirror, The Foggy<br>Foggy Forest and<br>Little Beaver and The<br>Echo.                     |   |
| <b>Cornerstones Including:<br/>History, Geography, Art,<br/>DT, Music</b> | Me and My<br>Community<br><br>Starry Night   | Exploring Autumn<br><br>Sparkle and Shine<br>My Stories   | Winter Wonderland<br><br>Rhyme Time<br>Everyone   | Dinosaurs<br><br>Puddles and<br>Rainbows<br>Our World   | Shadows and<br>Reflections<br><br>Sunshine and<br>Sunflowers<br>Big Bear Funk  | On the Beach<br><br>Move It!<br><br>Moving On!<br>Reflect, Rewind<br>Review.  |
| <b>Communication and<br/>Language<br/>(PSE)</b>                           | Understand how to<br>listen carefully and<br>why listening is<br>important.<br><br>Engage in storytimes.<br><br>Develop social<br>phrases.<br><br>Listen carefully to<br>rhymes and songs,<br>paying attention to<br>how they sound. | Connect one idea or<br>action to another<br>using a range of<br>connectives.<br><br>Describe events in<br>some detail.<br><br>Listen to and talk<br>about stories<br>to build familiarity and<br>understanding. | Retell the story, once<br>they have developed<br>a deep familiarity with<br>the text; some as<br>exact repetition and<br>some in their own<br>words.<br><br>Learn rhymes, poems<br>and songs. | Use talk to help work<br>out problems and<br>organise thinking and<br>activities, and to<br>explain how things<br>work and why they<br>might happen.<br><br>Engage in non-fiction<br>books. | Listen to and talk<br>about selected non-<br>fiction to develop<br>a deep familiarity with<br>new knowledge and<br>vocabulary.<br><br>Use new vocabulary<br>in different contexts. | Ask questions to find<br>out more and to<br>check they<br>understand what has<br>been said to them.<br><br>Articulate their ideas<br>and thoughts in well-<br>formed sentences. |

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|  | Children learn new key vocabulary for the topic and use it throughout the day. Children are taught to sit opposite their talking partner during adult-led times.  |   |   |  |  |  |
| <b>Physical Development (PE, Healthy bodies and minds)</b> | Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.<br><br>Further develop the skills they need to manage the school day successfully:<br>- lining up and queuing<br>- mealtimes<br>- personal hygiene  | Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.<br><br>Develop overall body-strength, balance, coordination and agility. | Progress towards a more fluent style of moving, with developing control and grace.<br><br>Combine different movements with ease and fluency.<br><br>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.<br>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. | Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.<br><br>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.<br><br>Develop the foundations of a handwriting style which is fast, accurate and efficient.<br><br>Progress towards a more fluent style of moving, with developing control and grace |
|  | All children are encouraged to feed themselves during snack time and make positive healthy choices.   |   |   |  |  |  |
|  | Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing<br>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. |   |   |  |  |  |

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| <p><b>Personal, Social and Emotional Development (PSHE, RE, RSE, Worship &amp; Spirituality)</b></p> | <p>See themselves as a valuable individual.</p> <p>RE<br/>-All about me<br/>-Family and Friends<br/>-Where do we belong?</p>   | <p>Build constructive and respectful relationships.</p> <p>RE<br/>-Special stories<br/>-UC - EYFS 2<br/>Incarnation<br/><i>Why do Christians perform nativities at Christmas?</i></p>   | <p>Express their feelings and consider the feelings of others.</p> <p>RE<br/>- LDBE Moses<br/>- Chinese New Year</p> | <p>Show resilience and perseverance in the face of challenge.</p> <p>NSPCC<br/>Pants are Private</p> <p>RE<br/>- UC EYFS 3 Salvation<br/><i>Why do Christians put a cross in the Easter Garden?</i></p> | <p>Think about the perspectives of others.</p> <p>RE<br/>- Special Ceremonies (wedding)</p>  | <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Manage their own needs.</p> <p>RE<br/>EYFS 1<br/><i>Who is God? Digging Deeper</i></p>                       |
| <p><b>SMILE</b></p>  | <ul style="list-style-type: none"> <li>● Self-talk and Positivity; promoting resilience and supporting stress and anxiety</li> <li>● Manners; respecting others</li> <li>● Individual Assertiveness; considering the impact of trauma and attachment</li> <li>● Language of Co-operation and Kindness; supporting children's behaviour through nurture based approach</li> <li>● Expressing Emotions.</li> </ul> |   |  |   |  |   |
| <p><b>Literacy (Reading, writing and phonics)</b></p>  | <p>Revisit: I can;<br/>- spot and suggest rhymes<br/>- count or clap syllables in a word<br/>- recognise words with the same initial sound, such as money and mother.</p> <p>I am using the tripod grip almost all of the time.</p> <p>I can write some of my name.</p>  | <p>Revisit: I use some of my print and letter knowledge in my early writing.<br/>I can write some letters accurately.</p> <p>I can hold a pencil effectively in preparation for fluent writing.</p> <p>I can label a picture with initial sounds.</p> <p>I can label a picture with end sounds.</p> | <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>                               | <p>Read &amp; write a few common exception words matched to the school's phonic programme.</p> <p>Form lower-case and capital letters correctly.</p>  | <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> | <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p> <p>Re-read what they have written to check that it makes sense.</p> |

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|                            | Read individual letters by saying the sounds for them.  | <b>I can write all of my name.</b><br><br>Read some letter groups that each represent one sound and say sounds for them.                  |  |  |  |   |
| <b>Mathematics (Maths)</b> | Count objects, actions and sounds.<br><br>Count beyond ten.<br><br>Continue, copy and create repeating patterns.  | Subitise.<br><br>Link the number symbol (numeral) with its cardinal number value.<br><br>Compare numbers.                                 | Understand the 'one more than/one less than' relationship between consecutive numbers.<br><br>Explore the composition of numbers to 10.  | Select, rotate and manipulate shapes in order to develop spatial reasoning skills.<br><br>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  | Compare length, weight and capacity.   | Automatically recall number bonds for numbers 0–10.   |
|                            | Children have free access to a variety of maths equipment to support counting, sorting and other mathematical concepts through continuous provision.<br>To sing maths songs and play maths games. |   |  |  |  |   |
| <b>Little Big Maths</b>    | Saying Numbers (step 1)<br>Actual Counting (step 1)<br><br>Pattern Spotting (step 4)<br>Explore & Draw (step 4-5)<br>2D Shapes (step 3)<br>Amounts of Temperature (step 3-4)                      | Learn Its (step 1)<br><br>3D Shapes (step 2)<br>Position & Direction (step 6-7)<br>Amounts of Turn (step 1)<br>Amounts of Time (step 5-6) | Reading Numbers (step 1)<br>Actual Counting (step 2-5)<br>Learn Its (step 2)<br><br>Addition (step 1-2)<br>Subtraction (step 1-2)<br>Diagrams & Tables (step 3-4)<br>2D Shapes (step 4-7)<br>Amounts of Distance (step 3)<br>Amounts of Money (step 3) | Mastery of Numbers (step 1)<br>Counting On (step 1)<br>Doubling & Halving (step 1)<br><br>Division (step 1)<br>Pattern Spotting (step 5-6)<br>Fractions of a Set (step 1-2)<br>3D Shapes (step 3-5)<br>Amounts of Mass (step 3-4)<br>Amounts of Space (step 3-4) | Saying Numbers (step 2)<br>Reading Numbers (step 2)<br>Actual Counting (step 6)<br>Learn Its (step 3)<br><br>Addition (step 3-5)<br>Subtraction (step 3-5)<br>Bar Charts (step 1)<br>2D Shapes (step 8-10)<br>Explore & Draw (step 6)<br>Amounts of Money (step 4) | Counting On (step 2-5)<br>Counting Multiples (step 1)<br>Swapping the Units (step 1)<br><br>Division (step 2-5)<br>Multiplication (step 1-2)<br>3D Shapes (step 6-7)<br>Position & Direction (step 8)<br>Amounts of Distance (step 4)<br>Amounts of Turn (step 2) |
|                            | Amount of Time (step 7-9) to be completed through daily calendar sessions. Singing days of week & months of year, identifying annual events such as birthdays & special celebrations.             |   |  |  |  |   |

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| <p><b>Knowledge and Understanding<br/>(Computing, RSE, Global Citizens, Our community, local, National, global Equality &amp; Diversity)</b></p> | <ul style="list-style-type: none"> <li>• Black History Month</li> <li>• Jeans for Genes</li> <li>• A Stars Walk to School</li> <li>• A Stars reception walk/road safety</li> </ul> <p>Recognise some environments that are different to the one in which they live.</p> <p>Name and describe people who are familiar to them.</p> <p>Talk about members of their immediate family and community.</p> <p>Draw information from a simple map.</p> | <ul style="list-style-type: none"> <li>• Children in Need</li> <li>• Diwali</li> <li>• Remembrance</li> <li>• A Stars Be Bright Be Seen</li> </ul> <p>Understand the effect of changing seasons on the natural world around them.</p> | <ul style="list-style-type: none"> <li>• Chinese New Year</li> <li>• Safer Internet Day</li> </ul> <p>Comment on images of familiar situations in the past.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Understand that some places are special to members of their community.</p> | <ul style="list-style-type: none"> <li>• Red Nose Day</li> <li>• A Stars safety in the car</li> </ul> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Explore the natural world around them.</p> | <ul style="list-style-type: none"> <li>• Walk to School Week</li> <li>• World Environmental Day</li> <li>• A Stars Walk to School</li> </ul> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> | <p>Draw information from a simple map.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p> <p>St John's Ambulance First Aid Fortnight -Summoning Help</p> |
| <p><b>Online Safety</b></p>  | <p>Text – Digi Duck's Big Decision (Internet Safety)</p>  | <p>Text - Smartie the Penguin (Internet Safety)</p>   | <p>Copyright and ownership)</p>  | <p>Recognising devices that use the internet</p>  | <p>Logging onto the computer (Privacy and security)</p>   | <p>Logging onto the computer (Privacy and security)</p>   |
| <p><b>MFL – Greetings</b></p>  | <p>MFL - Bonjour la classe? Bonjour Madame / Monsieur</p>   |   |  |   |   |   |
| <p><b>Expressive Arts and Design<br/>(Music, DT and Art)</b></p>   | <p>Explore and engage in music making and dance, performing solo or in groups.</p> <p>Develop storylines in their pretend play.</p>   | <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>   | <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p>   | <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>   | <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>   | <p>Create collaboratively, sharing ideas, resources and skills.</p>   |

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| <b>Aspirations</b> | Careers for the future.<br>Be a good citizen. |  | To be able to recite<br>Nursery Rhymes. |  |  | To be ready to<br>transition into Year 1. |
| <b>Evaluation</b>  |   |  |   |  |  |   |