



Waddington and West Bradford CE Aided Primary School

Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
British Values	Fundamental British Values (Ongoing) <u>Democracy</u> : making decisions together (PSED: BR, MS & SR) - Children to know their views count, value each other's views and values and talk about their feelings. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands. <u>Rule of law understanding rules matter</u> (PSED: BR, MS & SR) - Children understand their own and others' behaviour and its consequences, and learn to distinguish right from wrong. Rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone. <u>Individual liberty freedom for all</u> (PSED: BR, MS & SR; UW: P, C & C) - Develop a positive sense of themselves, develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example talking about their experiences and learning. Explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions. (Link to Mindfulness) <u>Mutual respect and tolerance: treat others as you want to be treated</u> (PSED: BR, MS & SR; UW: P, C & C) - Ethos of inclusivity and tolerance where views, faiths, cultures and races are valued and children are engaged with the wider community. Acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences. Importance of tolerant behaviours such as sharing and respecting other's opinions, promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.					
	Respects/ Diversity/ Rule of Law Respect - We value respect by showing good behaviour and polite manners. Diversity - We value diversity by respecting everyone's differences. School rules, Class rules School Values Behaviour in school and Positive play.	Mutual Respect Kindness and Diversity Responsibility - We value our responsibility within our community. Kindness - We value kindness as it helps to build friendships. Fair play, Diwali, Remembrance Day, Christmas Story, Assemblies	Effort and Honesty Effort - We value effort as it shows our determination to succeed. Honesty - We value honesty by always telling the truth and taking responsibility for our actions. Chinese New Year, Pancake day	Loyalty and Forgiveness Loyalty - We value loyalty because it means we can trust and depend on each other. Forgiveness - We value forgiveness as it shows strength of character.	Determination and Teamwork Determination - We value determination so we can tackle difficulties in school and in life. Team work - We value team work as together we learn.	Courage Courage - We value courage as taking risks helps us to become confident people. Moving to a new class - transition.
Theme	Marvellous Me! Seasonal Changes in Autumn	Autumn Festivals Seasonal Changes in Autumn and Winter	Magical Tales & Cold Places Seasonal Changes in Winter	Under the Sea Seasonal Changes in Spring	Growing Seasonal Changes in Summer	Amazing Animals around the World! Seasonal Changes in Summer
Topic Overview	Settling into school and making friends Learning daily routines Learning how to be helpful, kind, thoughtful Knowing that we are all unique and special Simple mapping of our school and the village Me and my Community - our family, our school community and local community People Who Help Us Seasonal changes in Autumn	Learning about celebrations during Winter and Autumn Festivals from different cultures including Bonfire Night, Diwali, Famous figures from the past - Guy Fawkes Remembrance Day, Hannukah and Christmas Recognising changes in the seasons in Autumn and Winter Exploring animals who hibernate in Autumn, ready for Winter Exploring darkness and light, including shadows - using torches	Considering new starts in the New Year Developing a love of stories Learning, retelling, dramatizing familiar traditional tales Learning about characters, settings and narratives Exploring places in the world which are cold - Polar Regions Seasonal Changes in Winter Exploring ice Learning about the cultural celebration, Lunar New Year.	Pirates: Real pirates in history, following pirate maps to find treasure and real shipwrecks Learning about animals that live in the sea Learning about some seaside habitats and which animals live there. D&T - Boats - floating and sinking and Archimedes Bath Seasonal Changes in Spring Easter - the story of Easter Learning about sea pollution and how it harms sea wildlife.	Plant part names What do plants need to grow Growing beans, sunflower seeds and vegetables How does our food grow? Healthy Eating Lifecycles - caterpillar to butterfly and frogspawn to tadpole to frog. Minibeasts - where do they live, hunting for and naming some common minibeasts Seasonal Changes in Spring Art - collage, transient art and collaborative art, including studying landscape art by Megan Coyle.	Contrasting countries around the world Weather, climates and features of land around the world, including savannahs, rainforests/jungles, polar regions, deserts. Some of the Oceans and Seas in the world, particularly looking at the Great Barrier Reef in the Coral Ocean. Animals and their habitats in contrasting areas (as above) Seasonal Changes in Summer in the UK Common summer wild plant names
Trips and Visits	Walk and Talk Post Office and Community Walk People Who Help Us Visits (Police, Fire Service, Nurses, Vicar) Church visit - Harvest Festival	Walk and Talk Church visit - Christmas Father Christmas	Walk and Talk	Walk and Talk Church visit - Easter	Walk and Talk	Walk and Talk Farm Visit
RE Theme and Story	EYFS 1: I Am Special - Clever Cub Explores God's Creation EYFS 2: Harvest - Clever Cub Gives Thanks	EYFS 3: Special People - Clever Cub Learns to Share EYFS 4: Christmas - Clever Cub Welcomes Baby Jesus	EYFS 5: Stories Jesus Heard - Clever Cub Tells the Truth, Clever Cub Trusts God EYFS 6: Stories Jesus Told - Clever Cub Learns about Love EYFS 7: Easter - Clever Cub and the Easter Surprise		EYFS 11: Special Times	EYFS 10: Prayer - Clever Cub Sings to God



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Other Cultural Themes	Harvest	Diwali Birthdays and Christmas Remembrance Hanukkah Bonfire Night	Lunar New Year Mother's Day	Palm Sunday, Good Friday and Pancake Day/Shrove Tuesday Easter Sunday Ramadan Eid Al-Fitr Vaisakhi Lent Holi	Pentecost	Father's Day Eid Ul-Adha
Core and Supporting Texts A bank of familiar texts/ traditional tales will be read daily to the children at story time. This will enable them to orally re-tell popular texts and stories independently.	The Colour Monster The Colour Monster Goes To School Our Class is a Family Pete the Cat Rocking in my School Shoes The Colour of Us Families, Families, Families Baby's First Family Photos In Every House on Every Street Houses and Homes Around the World Topsy and Tim People Who Help Us stories Martha Maps it Out Pumpkin Soup	The Best Diwali Ever Sparks in the Sky (ebook) The Leaf Thief Leaf Man Captain Tom Moore (Little People, Big Dreams) The Lost Acorns My Shadow Goodbye Autumn, Hello Winter Jolly Christmas Postman The Christmas Story	The Wish Tree Jack Frost The Great Race The Magic Paintbrush Various Traditional Tales	Goodbye Winter, Hello Spring The Night Pirates The Troll Archimedes Bath Who Sank the Boat Clean Up! Mothers and Others Somebody Swallowed Stanley Commotion in the Ocean We're Going on an Egg Hunt	Errol's Garden The Tiny Seed Jack and the Beanstalk Tadpole's Promise From Caterpillar to Butterfly Mad About Minibeasts	A Walk in the Woods Across the Savannah Jungle Jamboree Artic Animals (Hello World) Who's Hiding in the Desert? Where the Sea Meets the Sky
Prime Areas of Development						
Physical Development (PD)	GROSS MOTOR Continuous Provision: Through access to gross motor equipment and activities outside during continuous provision, children will be: climbing up, jumping down, balancing, throwing, catching, running, skipping, jumping. They will be developing strength, balance and coordination when using large scale equipment. They will have access to trikes and climbing and balancing equipment. Through specifically planned activities and enhanced provision children will also develop gross motor skills through making large pre-writing shapes in various forms e.g. crayons, in the air with silks, with paint, shaving foam, brushes with water etc. — + ~ X O □ △ ⊕ In PE: Children will revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing Children will further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Children will use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.					
	FINE MOTOR Continuous Provision: Children will have constant access to different tools to improve coordination and finger/hand strength for fine motor development, including mark making materials such as pencils, paint brushes, felt tips, fine tip pens, dabbers, other small craft tools such as scissors and hole punchers and tools such as playdough squeezers, cutters and clay tools. They will also have regularly enhanced fine motor provision which includes necessity to squeeze and press and coordinate, including use of tweezers, pipettes, threading beads, pegging, cutting and much more.					
	GROSS MOTOR Children will be: Engaging in PE lessons developing the Fundamental Movement skills. Using large scale equipment in continuous provision. FINE MOTOR Children will be: Manipulating playdough during Dough Disco	GROSS MOTOR Children will be: Engaging in PE lessons developing the Fundamental Movement skills. Using large scale equipment in continuous provision. FINE MOTOR Children will be: Manipulating playdough during Dough Disco Making large and small movements with silks and mark making	GROSS MOTOR Children will be: Engaging in PE lessons developing the Fundamental Movement skills. Using large scale equipment in continuous provision. FINE MOTOR Children will be: Working on correct pencil grip Developing correct technique when handwriting, working through letter families including ladder letters.	GROSS MOTOR Children will be: Engaging in PE lessons developing the Fundamental Movement skills, progressing towards a more fluent style of moving, with developing control and grace. Using large scale equipment in continuous provision. FINE MOTOR Children will be: Working on correct pencil grip	GROSS MOTOR Children will be: Engaging in PE lessons developing the Fundamental Movement skills, further developing and refining a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Using large scale equipment in continuous provision. FINE MOTOR Children will be:	Gross Motor Skills ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Fine Motor Skills ELG:



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	Making large and small movements with silks and mark making materials during Squiggle While You Wiggle. Using small tools as stated above during continuous provision. Learning to mark make simple drawings	materials during Squiggle While You Wiggle. Holding a pencil to write their name and begin to form taught letters. Using small tools as stated above during continuous provision. Using tools on our wood work bench such as hammers, screwdrivers. Learning to mark make simple drawings	curly caterpillar letters and robot arm letters. Using small tools as stated above during continuous provision. Learning to mark make simple drawings	Developing correct technique when handwriting, working through letter families including ladder letters, curly caterpillar letters and robot arm letters. Using small tools as stated above during continuous provision. Learning to mark make simple drawings	Working on correct pencil grip Developing correct technique when handwriting, working through letter families including ladder letters, curly caterpillar letters and robot arm letters. Using small tools as stated above during continuous provision. Learning to mark make simple drawings	Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing.
Physical Development (PD) PE Lessons	<u>Elmer</u> To make shapes on small body parts To travel in a range of ways and negotiate space To throw with increasing accuracy underarm To use overarm throw for distance To perform a range of gymnastic rolls To move freely and with confidence when rolling To perform a range of gymnastic jumps. To balance on one leg. To balance on a range of small body parts. To climb with confidence under, over and through climbing equipment	<u>How to Catch a Star</u> To balance on small and large body parts in the shape of a star. To send a ball/ throwing equipment with increasing accuracy. To jump and land appropriately. To climb under over and through climbing equipment. To practise throwing overarm. To revise fundamental movement skills covered in the unit	<u>Castles</u> To throw under arm. To roll a ball. To jump and land appropriately. To perform a variety of gymnastic rolls. To climb up and down apparatus using alternate feet.	<u>Seaside</u> To balance on small body parts. To travel on hands and feet. To show increasing control over an object pushing and patting it. To perform a variety of gymnastic rolls. To show increasing control over an object pushing and patting it. To show increasing control over an object pushing and patting it. To underarm throw with some accuracy.	<u>Jack and the Beanstalk</u> To experiment with different ways of moving. To use increasing control over an object by touching, pushing, patting, throwing, or catching. To move with control and co-ordination To use a range of small and large equipment To jump and land appropriately. To roll in a variety of ways. To roll a ball accurately. To climb up and down apparatus using alternate feet.	<u>Rumble in the Jungle</u> To travel on hands and feet. To roll in a variety of ways. To use an underarm and over arm throw with increasing accuracy
Ongoing throughout the year - Know and talk about the different factors that support overall health and wellbeing:- regular physical activity- healthy eating- tooth brushing- sensible amounts of 'screen time'- having a good sleep routine - being a safe pedestrian -Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.						
Personal, Social and Emotional Development (PSED)	PSED Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Observations and next steps are central to supporting children in making relationships, developing self-confidence and having an awareness and managing feelings and behaviour. Self Regulation -See themselves as a valuable individual. --Identify and moderate their own feelings socially and emotionally. Self-Regulation ELG Children at the expected level of development will: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; 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. Managing Self -Manage their own needs. -Express their feelings and consider the feelings of others - Show resilience and perseverance in the face of challenge. Managing Self ELG Children at the expected level of development will: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly; Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships -Build constructive and respectful relationships. -Think about the perspectives of others. Building Relationships ELG Children at the expected level of development will: Work and play cooperatively and take turns with others; Form positive attachments to adults and friendships with peers; Show sensitivity to their own and to others' needs.					



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PHSE Coram	What makes me special People close to me Getting help	Similarities and differences 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 differences
Communication and Language (C&L)	All aspects of developing Communication and Language are considered throughout daily classroom practice, continuous provision, group time, Guided Reading sessions and weekly directed learning. Observations, next steps and target setting support the development of individual pupils. Interventions such as the Wellcomm programme and differentiated group times are designed to support children who are not making a good level of development. <u>Listening, Attention and Understanding:</u> Understand how to listen carefully and why listening is important. Learn new vocabulary. -Ask questions to find out more and to check they understand what has been said to them. -Connect one idea or action to another using a range of connectives. -Engage in story times -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words. -Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. -Engage in non-fiction books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <u>Listening, Attention and Understanding ELG</u> Children at the expected level of development will: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. <u>Speaking</u> -Learn new vocabulary Use new vocabulary through the day -Articulate their ideas and thoughts in well-formed sentences. -Describe events in some detail. -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -Develop social phrases -Use new vocabulary in different contexts. <u>Speaking ELG</u> Children at the expected level of development will: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.					
	Talk about their likes/dislikes. Talk about themselves and their family Speak in a full sentence Focus on an activity for a short period of time.	Speaking skills. Use language to communicate and explain how they are feeling and what they want to do. Talk in simple sentences	Listen and respond to stories with increasing attention.	Following instructions and re-calling instructions given. Listen and respond to peers and adults.	Speaking skills. Organise talk and sequence ideas together to express opinions about their interests.	Answering 'how' and 'why' questions. Listen to others opinions.



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Specific Areas of Development						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Red Rose Phonics	<u>Phase 2</u> Recognising letters and the sounds they make. Segmenting and blending simple CVC words. Recognising HFW	<u>Phase 2</u> Segmenting and blending CVC and CCVC words. Spelling simple VC, CVC and CCVC words using phonics knowledge. Recognising and spelling HFW.	<u>Phase 3</u> Learning graphemes. Segmenting and blending phase 3 words using phonic knowledge. Read simple sentences. Recognising and spelling key HFW.	<u>Phase 3</u> Reading sentences using letters and sounds to decode unfamiliar words. Recording sentences with key HFW and use of phonic knowledge.	<u>Phase 3 Consolidation</u> Re-capping what has been taught. Using and applying strategies through reading and writing.	<u>Phase 4</u> Move onto phase 4 to consolidate phase 3, using and applying strategies. Word Reading ELG Children at the expected level of development will: Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
Literacy Comprehension Lancashire LPDS LAPS	Listen to stories or information that has been read to them. Recite simple rhymes. Understand the difference between text and illustrations. Knows that in English print is read from left to right and top to bottom. Hold a book correctly and turn pages from front to back. Talk about the front cover, title and illustrations in stories. Discuss specific information in non-fiction texts e.g. labels, images. Look closely at the illustrations to develop understanding of a story. Activate knowledge linked to own experiences, e.g. tell me about your family. Explore new vocabulary, provided by an adult, linked to stories, non-fiction, rhymes and themes. Use recently introduced vocabulary appropriately during discussions. Say how they feel about stories.	<u>All of the Autumn 1 coverage plus:</u> Make predictions and anticipate key events based on illustrations and title in stories that have been read to them. Recite simple rhymes and songs. Respond to questions using who and what linked to texts and illustrations. Identify the main characters in stories. Explore what a character might say. Identify the main events in stories, e.g. discuss what happened at the beginning, during and end of a story. Use actions and pictures to orally retell stories in their own words. Role play stories using simple props and recently introduced vocabulary.	<u>All of the Autumn 2 coverage plus:</u> Respond to questions using who, what <u>and where</u> linked to texts and illustrations. Respond to questions about how <u>and why</u> something is happening. Identify <u>and describe</u> the main characters in stories. Explore what a character might say <u>or feel</u> . Discuss specific information in non-fiction texts e.g. labels, images, <u>captions and contents pages</u> .	<u>All of the Spring 1 coverage plus:</u> Recite <u>a range of</u> simple rhymes and songs. Respond to questions using who, what where and <u>when</u> linked to texts and illustrations. Say how they feel about stories, <u>rhymes, songs and non-fiction</u> .	<u>All of the Spring 2 coverage plus:</u> Recite a range of simple rhymes, songs <u>and poems</u> . Discuss specific information in non-fiction texts e.g. labels, images, captions, contents pages and <u>glossary</u> . Identify, discuss and sequence the main events in stories.	<u>All of the Summer 1 coverage plus:</u> Say how they feel about stories, rhymes, songs, non-fiction <u>and poems</u> . Comprehension ELG Children at the expected level of development will: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
Literacy Writing	<u>Handwriting:</u> - Line Dancing/Squiggle Whilst you Wiggle: Children practise writing patterns in the air with ribbons or cloths, moving to paintbrushes/fat felt tips/crayons on paper - Children are able to draw circles and lines - Children begin to write letters taught during phonics in this term and letters in their name <u>Composition:</u>	<u>Handwriting:</u> - Form letters from their own name correctly - Children work on correct pencil grip - Correctly form recognisable letters from taught phonics - Phase 2. <u>Composition:</u> - Segmenting CVC words and attempting to write them using phonic sounds that have been taught	<u>Handwriting:</u> - Write from left to right, top to bottom. - Letters are more recognisable - Tripod finger grip is used during writing, painting, chalking etc (small tool use) - Able to retrace vertical lines and working on anticlockwise movements - Children learn to control letter size <u>Composition:</u>	<u>Handwriting:</u> - Holds a pencil effectively to form all lowercase letters recognisably. - Starting to use some capital letters when writing. - Is forming clear ascenders and descenders when writing - Is developing a comfortable way of writing - tripod grip, position on paper, writing left to right. <u>Composition:</u> - Can write short captions independently	<u>Handwriting:</u> - Forms most lower case letters correctly, starting in the right place and going in the right direction and correctly orientated. - Can include spaces between words. - Can write more capital letters correctly when needed. <u>Composition:</u> - Developing ability to write captions and short sentences independently.	<u>Handwriting:</u> - Uses a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly. - Children may use finger spaces between words independently. <u>Composition:</u> - Write short sentences with words with known grapheme-phoneme correspondences using a capital letter and full stop.



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	- Children use talk to link ideas to their marks/drawings. - Children begin to write own name by tracing and copying - Children <i>may begin to</i> write initial sounds <u>Spelling:</u> - Children orally identify initial sounds - Segment orally VC and CVC words.	- May begin to write short phrases or captions with support (2-3 words) such as 'the cat' or 'the big cat'. <u>Spelling:</u> - Can write own name with the letters in the correct order - Can identify known letters to initial sounds - Beginning to write CVC words and labels - Children <i>may be able to</i> write some High Frequency Words	- Can orally compose a short caption. - Can 'hold' the caption in their memory before writing it down. <u>Spelling:</u> - Can spell to write VC and CVC words independently - Uses taught graphemes from Phase 2, working on Phase 3. - Children write some taught High Frequency Words	- Beginning to write simple sentences with support. <u>Spelling:</u> - Segment to write words independently using taught Phase 2 and Phase 3 sounds. - Children write some taught High Frequency Words independently	- Can read back own writing to themselves. <u>Spelling:</u> - Spell words drawing on knowledge of known grapheme-phoneme correspondences - Make phonetically plausible attempts when writing more complex unknown words. - Children write some taught High Frequency Words independently	- Write different text forms for different purposes (e.g. lists, simple stories, instructions) - Children can read their own sentences and so can teachers. <u>Spelling:</u> - Spell words drawing on knowledge of known grapheme-phoneme correspondences - Make phonetically plausible attempts when writing more complex unknown words. - Children write taught High Frequency Words independently e.g. I me to we be me Writing ELG Children at the expected level of development will: Write recognisable letters, most of which are correctly formed; Spell words by identifying sounds in them and representing the sounds with a letter or letters; Write simple phrases and sentences that can be read by others
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	NCETM Mastering Number Learning to: Recognise, represent and compare numbers to 4. Count objects, actions and sounds accurately. Explore how numbers are made up. Use mathematical language such as more and fewer.	NCETM Mastering Number Learning to: Recognise and represent numbers to 5. Count objects, actions and sounds accurately. Compare groups using the language more, fewer and the same. Explore how numbers are made up. Develop confidence with numbers beyond 5.	NCETM Mastering Number Learning to: Recognise and represent numbers to 10. Identify numbers without counting. Order numbers and explore one more. Find different ways to make numbers to 7. Compare groups using the language more, fewer and equal.	NCETM Mastering Number Learning to: Recognise and represent numbers to 10. Count confidently and accurately. Order numbers and explore one more and one less. Investigate doubles and matching pairs. Sort objects and numbers in different ways.	NCETM Mastering Number Learning to: Recognise and represent numbers to 10. Count confidently and accurately. Identify patterns and quantities without counting. Explore how numbers are made up to 10. Compare and order numbers to 10.	NCETM Mastering Number Learning to: Recognise, represent and compare numbers within 10. Count confidently and accurately. Explore number patterns and relationships. Recall doubles and number bonds. Apply our understanding through mathematical investigations and problem solving. Number ELG Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5 Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns ELG Verbally count beyond 20, recognising the pattern of the counting system; Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally



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Understanding the World (UW)	People, Culture and Communities: - Talk about family and people in both school community and outer community - Location of school within community, including aerial view and mapping journeys around the village. - Visits within the community - Walk to the local village church, creating a journey stick during the walking. - Visit to church for Harvest festival Past and Present: - Children know that we change as we grow and that the time when we were babies is in the past, using photographs from their past. The Natural World - Children know about similarities, differences, pattern and change in relation to people. - Using senses when exploring outside (see, hear and feel) including experiencing different weather conditions. - Talk about changes in autumn - leaves changing colour and falling from trees. - Noticing the different weather daily including cooler in Autumn.	People, Culture and Communities: - Showing awareness of differences and similarities between groups from around the world including looking at multicultural festivals of light including Diwali. - Learn about the celebration of Christmas around the world e.g. in Australia, Norway. - Learn about Diwali as a Hindu festival, including the story of Rama and Sita. - Children attend church service for Christmas. Children learn that Christmas is a special event from the Christian Bible. Past and Present: - Children learn about <i>Guy Fawkes</i> and the story of the Gunpowder Plot. - Children remember those lost in WW1 and WW2 during learning about remembrance day. - Compare and contrast characters from stories, including figures from the past. The Natural World: - Talk about changes in autumn (that they see, hear, feel when outside) - evergreen vs deciduous trees and their changes during seasons. - Notice changes in weather from Autumn to Winter. - Children name some UK animals which hibernate - Children explore with torches to make different shadows and colours	People, Culture and Communities: - Children draw simple maps of imaginary settings from stories they know well e.g. Three Billy Goats Gruff - Children note changes in the weather and season. (Winter) - Children learn about Lunar New Year celebrations. Past and Present: - Children learn about celebrations such as Eid and Lunar New Year - Children compare and contrast characters from traditional tales and stories and know these were set in the past. Children discuss how their lifestyle compares to ours (past vs present). The Natural World: - Share stories which explore materials such as The Three Little Pig's houses and The Princess and the Pea's bed. - Children talk about changes in the weather and environment in winter, discussing what they see/feel/hear when outside. - Children explore the properties of ice and changing states of matter	People, Culture and Communities: - Children talk about animals that live by the sea and in the sea. - Children draw simple maps of imaginary settings from stories they know well e.g. The Troll - Children draw information from simple maps, follow maps and make maps from 3D representations. - Children learn about special cultural and religious celebrations including Easter and Holi Past and Present: - Children learn that pirates were real and learn about some famous pirates (including <i>Blackbeard</i>) - Children discover some old, real shipwrecks such as the Titanic. The Natural World: - Exploring floating and sinking and creating objects which float (sorting floating and sinking objects, and creating own floating objects), and considering the effect of adding weight (like passengers!) to the buoyancy of boats. - Children consider sea pollution and the impact it has on sea wildlife. - Children learn about the famous scientist <i>Archimedes</i> through the story <i>Mr Archimedes Bath</i>. - Children learn about seasonal changes in Spring, including naming Spring flowers	The Natural World: Children: - describe their environment, focusing on new Spring/Summer environmental changes (flowers, buds). - know the plant parts and what a plant needs to grow - explore a healthy diet including grown fruits and vegetables - know the life cycles of some animals including butterflies, tadpoles - to know about some minibeasts and their habitats.	Cultures, People and Communities: - Children compare contrasting environments, sharing photographs of other parts of the world Past and Present: - Children to compare images from the past (the Victorian period, when making hessian sewed bookmarks) The Natural World: Children: - describe their environment, focusing on new Spring/Summer environmental changes (flowers). - learn about different countries and areas around the world, and the weather and climates there. - learn about some animal habitats around the world - learn about some animals from around the world - explore water and it's states, what happens to it over time, what happens when colours are splashed on to it, what happens when salt is added to it (art) Past and Present FLG Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. People, Culture and Communities FLG Describe immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps. The Natural World FLG Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Expressive Arts and	The different skills and opportunities in art are presented to children throughout the year in a progressive manner. Although outlined below are specific art skills and the time of their introduction during the year, there are still other art opportunities available in Continuous Provision at any time, in line with the abilities and skill progression of the children.					



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Design (EAD)	Creating with Materials ELG Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function: Share their creations, explaining the process they have used: Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive ELG Invent, adapt and recount narratives and stories with peers and their teacher: Sing a range of well-known nursery rhymes and songs: Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.					
EAD Being Imaginative	Through guided, peer on peer and lone play during continuous provision, exposure to stories and story-telling, and exploration of different arts, the children will have opportunities to: - Listen attentively, move to and talk about music, expressing their feelings and responses - Develop storylines in their pretend play - Create their own songs, or improvise a song around one they know. - Play instruments with increasing control to express their feelings and ideas.					
EAD Art	Drawing Investigating mark making with wax crayons, felt tips and chalk, including exploring textures, wax rubbings and patterns. Developing skills in observation, using pencils to draw - reflect on whether their drawings show what they can see. Creating self-portraits, applying observational skills, using mirrors to draw faces carefully. Comparing how colour is used by artists, creating a colourful self-portrait. 	Joining Materials Appreciating that we need to join materials to make small models and sculptures. Explore glue - glue sticks and also PVA Exploring joining with tape to join two pieces of paper/card. Exploring joining paper or card using split pins, including make holes and lining up to insert the split pin. Exploring using paper clips to join paper or card. Explore using string to tie pieces of material together.	Painting and Mixed Media Exploring paint through finger painting, describing colours and textures. Collecting materials and using them to make painting tools. Creating abstract and figurative art. Painting to music, recording emotional responses including exciting and expressive paintings to music.	Joining Materials Exploring cutting a slot in two pieces of card to create a slotting join, joining the pieces together. Exploring making snips to create a flange to join two materials together. Explore using treasury tags and single hole punch tools to join two materials together.	Painting and Mixed Media - Collage Creating unique collages and transient art through exploration of mixed media resources. Developing an understanding of collage. Creating landscape collages inspired by work by Megan Coyle. Working collaboratively, create a large group painting inspired by colours and patterns of fireworks	Sculpture and 3D Exploring, manipulating and experimenting with clay and playdough. Creating 3D landscape pictures using natural found objects. Using imagination to choose and arrange objects. Looking at the shapes and patterns in clay animal sculptures to design and create own animal sculpture in clay. Choose colours to decorate clay animals.
EAD Art and Craft Skills	Scissor Skills - How to hold scissors - thumb in top hole, fingers in bottom hole. - How to snip - thumb on top, elbow in, snip, moving paper with non-scissor hand. - single snips first - develop to snip along straight lines then zig zags. - develop to snip along curved lines, and then around shapes. - develop snipping with other materials - playdough, sting, spaghetti, tissue paper, card, cardboard, bubble wrap, ribbon. Threading Skills - threading different items, starting with larger items - threading string through open bottles lids, colanders, bobbins, hole punched card, netting. - threading items along straws, pipe cleaners, wool/string/ribbon - thread beads/pasta tubes - challenge children to make own threading - hole punch provided with card - challenge children to copy or complete repeating patterns through threading					
EAD	Autumn Wreaths To join materials To create patterns with materials	Salt Dough Decorations To use a range of tools to create and decorate salt dough decorations	Threaded Snowflakes To use bead threading to make pipe cleaner snowflakes.	Petal Mandala Sun catchers To consider patterns, colours and symbolism of mandalas.		Salt Painting



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Art Seasonal Craft			To choose colours and shapes to make patterns. To discover how snowflakes are made.	To create a sun catchers using collected leaves and petals.		To experiment creating patterns with painting using salt and colour mixing.
EAD Design Technology	<u>Cooking and Nutrition - Making Soup</u> To explore different fruits and vegetables, discussing texture, taste and appearance. To explore the interior and exterior of a pumpkin and describe the pumpkin's appearance and texture. To develop a vegetable soup recipe. To practise fine motor skills, slicing and chopping playdough. To make a soup, chopping and preparing vegetables. To taste and evaluate their own soup. To investigate soup packaging. To design their own soup packaging. <i>*To be taught in a series of 3-4 days, as a D&T Week</i>	<u>Seasonal Project: Hibernation Boxes</u> To know what hibernation means, what some animal species need and why some animals hibernate. To design and make a hedgehog hibernation box.		<u>Structures - Boats</u> To investigate waterproof materials. To investigate floating and sinking and make predictions about floating and sinking. To learn about boats and ships, their shapes and how they move through water. To explore and play with different boats and containers to investigate the best shapes for floating. To sketch their own design ideas for a boat. To create and test boats, including using increasing cargo. To reflect on their boat and consider improvements. <i>*To be taught in a series of 3-4 days, as a D&T Week</i>	<u>Seasonal Project: Rainbow Salad</u> To learn about fruits and vegetables and explore healthy diets. To design a rainbow salad. To prepare ingredients to create a rainbow salad. To taste and evaluate their salad.	<u>Textiles - Bookmark</u> To explore threading and weaving using different materials and objects including wool and paper To developing threading skills using hessian and wool To develop sewing skills, sewing with needle and thread To learn about the history of bookmarks from Victorian times, comparing them to modern day styles. To design our own bookmarks To design and sew bookmark designs using hessian and thread. To reflect and evaluate other's bookmarks, comparing design on paper and the finished product. <i>*To be taught in a series of 3-4 days, as a D&T Week</i>
EAD Music	Kapow Exploring Sound - Children explore using voices, body parts and instruments to make a variety of sounds with relevant symbols. - Children explore sounds within the environment. - Children listen to and recreate sounds in nature.	Kapow Celebration Music - Children learn about the festivals of Diwali, Hanukkah and Kwanzaa. - Children move to music from the different festivals, take part in making music in the same style and learn songs and dances. - Children sing and play instruments and move to Christmas songs, performing along with actions.	Kapow Music and Movement - Children learn songs with actions and simple Makaton - Children explore beat and begin to recognise and react to different tempos in music. - Children express different pitch and tempo through dance - Children perform movement to music.	Kapow Musical Stories - Children move to music, changing movements to reflect tempo, pitch and dynamics. - Children perform songs with actions - Children retell stories musically, using instruments. - Children write, compose, practise and perform their own musical story	Kapow Transport - Children explore the sounds of different vehicles. - Children interpret symbols for sounds, linked to journeys. - Children demonstrate simple rhythms on an instrument.	Kapow Big Band - Children use recyclable materials to create and play their own instruments - Children learn about the 4 groups of instruments in an orchestra and their different sounds. - Children follow the beat - Children experiment with tuned and untuned instruments, changing tempo and dynamic (speed and volume). - Children perform as a big band.
Computing	<u>Computing Systems and Networks 1: Using a Computer</u> - Learning about the main parts of a computer and how to use the keyboard and mouse. - Logging in and out	<u>Programming 1: All About Instructions</u> - Learning to give and receive instructions - Understand the importance of precise instructions	<u>Computing Systems and Networks 2: Exploring Hardware</u> - Tinkering and exploring with different computer hardware - Learning how to operate a camera	<u>Programming 2: Programming Bee-Bots</u> - Children learn about directions, experiment with programming a Bee-bot/Blue-bot - Children tinker with hardware	Data Handling: Introduction to Data - Children sort and categorise data - Children are introduced to branching databases and pictograms.	



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Parental engagement	Meet the Teacher session Phonics Workshop evening presentation Invited into school for phonics Weekly sharing of learning via Seesaw	Christmas stay and play Parent's Evening Weekly sharing of learning via Seesaw	Weekly sharing of learning via Seesaw	Mother's Day Stay and Play session Easter Church service Weekly sharing of learning via Seesaw	Parent's Evening Weekly sharing of learning via Seesaw	Father's Day Stay and Play Transition Meeting / Nursery Visits Induction Sessions Graduation and Stay and Play Report to Parents Weekly sharing of learning via Seesaw
Assessment	In house Baseline Assessments including maths, Phase 1 phonics, name writing Statutory Reception Baseline Phonics Tracker Wellcomm Assessment for children who identify with language understanding concerns	<u>End of the Autumn Term:</u> Phonics Tracker Wellcomm Assessment for targeted children Complete Assessment Trackers for each area, identifying who is Off Track and planning Interventions		<u>End of the Spring Term:</u> Phonics Tracker Wellcomm Assessment for targeted children Complete Assessment Trackers for each area, identifying who is Off Track and planning Interventions	Phonics Tracker Preparation of GLD Tracker	In June: LA Data Submission - GLD Tracker Reports for Parents In July: Phonics Tracker Writing Assessment Wellcomm Assessment for targeted children Preparation of handover information for Year 1 teacher transition meeting