St Mary's Reception Long-Term Plan

	Autumn	Spring	Summer
	I wonder what is special about me	I wonder what other people do	I wonder who lives there
	I wonder how people celebrate	I wonder how we could get there	I wonder what happened before
Values	LOVE	RESPECT	
Heartsmart	<u>LOVE</u> 'Get HEARTSMART'	'Too much Selfie isn't healthy!'	<u>HONESTY</u> 'Fake is a Mistake!'
neartsmart	COMPASSION	COURAGE	DETERMINATION
	'Don't forget to let love in!'	'Don't Rub it in, Rub it Out!'	'No Way Through isn't True!'
Visits/Visitors	Premier Sport	Premier Sport	Premier Sport
	Local area walk	Library Visit	Visit to farm
Mathematics	Sorting and matching	Focusing on numbers to 10	Deepening our understanding of number.
	Counting to 5 then 10 and beyond and recognising numerals through	Comparing Numbers to 10	Continuing to consider value, exploring doubling and halving,
Number	rhymes, songs and games.	Composition of numbers to 10	addition and subtraction (including number bonds), estimation
	Beginning to write numerals.	Introducing number bonds to 10	and formation. Looking at odd and even numbers.
Numerical Patterns	Representing numbers 1 – 5	Counting to 20 and recognising numerals through rhymes, songs and	Composing and decomposing numbers.
	Composing numbers to 3	games.	Sharing and grouping.
	Composition of numbers to 3	Writing numerals	Exploring problem solving and appropriate methods of
	Subitise	Thinking about 1 more/1 less.	recording their explorations with number.
	Sorting and naming 2D and 3D shapes	Exploring more than and fewer than.	Learning and using the language related to weight and
	Introducing positional language.	Revising number bonds – automatic recall	capacity.
	Introducing length, size, weight and capacity.	Considering value and exploring basic addition and subtraction.	Exploring pattern and shape using appropriate vocabulary.
	Exploring positional language.	Recording explorations with number.	Using everyday language to solve problems relating to time.
	Exploring pattern. Time first/next	Exploring positional language.	Exploring more complex repeating patterns and relationships.
	Time inst/next	Exploring prepositions	Mapping
		Exploring size, length, weight, mass and capacity.	
		Manipulating and exploring shapes to develop spatial reasoning.	
		Spatial awareness	

Same state Say a sound of all Pinase 2 GPC. Guided and hared reading within class. Guided and hared reading within class. <th>Literatur</th> <th>Deile Dharing Jacob Dhara 2</th> <th>Daily Dhaming Lasser Dhans 2</th> <th>Deile Dhenice Lassen Dhase 2/4</th>	Literatur	Deile Dharing Jacob Dhara 2	Daily Dhaming Lasser Dhans 2	Deile Dhenice Lassen Dhase 2/4
Reading Bend CC words websily. Guided and shared reading within (class	Literacy	Daily Phonics lesson Phase 2 Say a sound for all Phase 2 GPCS	Daily Phonics lesson Phase 3	Daily Phonics lesson Phase 3/4
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• Pat-a-cake • Wind The Bobbin Up		• Pat-a-cake	Wind The Bobbin Up	

- 1, 2, 3, 4, 5, Once I Caught a Fish Alive
- This Old Man
- Five Little Ducks
- Name Song
- Things For Fingers

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Share and perform the learning that has taken place

My stories

Learn to sing nursery rhymes and action songs:

- I'm A Little Teapot
- The Grand Old Duke Of York
- Ring O' Roses
- Hickory Dickory Dock
- Not Too Difficult
- The ABC Song

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Share and perform the learning that has taken place

Rock-a-bye Baby

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- Five Little Monkeys Jumping On The Bed
- Twinkle Twinkle
- If You're Happy And You Know It
- Head, Shoulders, Knees And Toes

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Singing and learning to play instruments within a song
- Share and perform the learning that has taken place

Our world

Learn to sing nursery rhymes and action songs:

- Old Macdonald
- Incy Wincy Spider
- Baa Baa Black Sheep
- Row, Row, Row Your Boat
- The Wheels On The Bus
- The Hokey Cokey

Musical learning focus

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Singing and learning to play instruments within a song
- Share and perform the learning that has taken place

Musical learning focus:

- Listening and appraising Funk music
- Embedding foundations of the interrelated dimensions of music using voices and instruments
- Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs
- Playing instruments within the song
- Improvisation using voices and instruments
- Riff-based composition
- Share and perform the learning that has taken place

Reflect, rewind, replay

Revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.

Musical learning focus:

- Listen and Appraise
- Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
- Sing and revisit nursery rhymes and action songs
- Play instruments within the song
- Improvisation using voices and instruments
- Riff-based composition
- Share and perform the learning that has taken place

Communication and Language Listening, attention and understanding. Speaking	Listening carefully to what is being said, Understanding what something means and how they should respond Making conversations. Using an appropriate response or comment and beginning to ask questions. Learning and using new vocabulary. Expressing a point of view.	Listening carefully, maintaining attention and concentrating on an activity. Understanding instructions and following them through effectively. Holding lengthy, 2 way, conversations. Speaking in full sentences about what we are learning and sticking to a theme / idea. Asking relevant questions. Using vocabulary that we learn from books.	Listening and responding while we are doing. To sustain concentration and maintain focus. Understanding the importance of asking questions and answering questions appropriately. Applying knowledge and skills across the curriculum- thinking for ourselves. Speaking about relevant subjects using past, present and future tenses correctly. Speaking clearly and confidently. Confidently explaining why things happen using new vocabulary.
Physical Development Gross Motor Fine Motor	Using a wide range of materials and resources to develop their control and effective use. Look at how our body moves and how to develop balance and control. Using outdoor equipment, the outdoor environment and the hall to develop control and safe use of space. Establishing toilet and hand washing routines, and concentrating on getting changed into PE kits. Understanding good practice in relation to exercise, eating, sleeping, hygiene and oral health care.	Continuing to use a wide range of materials and resources to develop fine motor control and effective use of tools. Exploring dance and responses to music. Talking in detail about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating , tooth brushing, sensible amounts of 'screen time' and having a good sleep routine Learning how to be a safe pedestrian.	Developing the use of a wide range of materials and resources to enable children to develop their control and effective use of tools. Learning gymnastic shapes. Handling apparatus including a range of throwing equipment with care and precision. Thinking about balance and control of more complex movements. Developing control of objects and equipment.
	We will encourage the children to dress and undress independently. Thinking about safety in relation to movements and objects. Bean Bag Skills (Invasion) Ball skills at the Zoo (Invasion) Gymnastics(Balance)	Fun Games with Friends (Outdoor Adventure) Dance Fictional Characters – Julia Donaldson Bats and Balls at the Circus (Net Games) Gymnastics – Stretching Shapes	Fun with quoits and cones (Athletics) Turn taking on Holidays (Strike and Field)

Understanding the	People Culture and Communities	People Culture and Communities	People Culture and Communities
World	Discussing with your child, their own family and things that are	Looking at how people celebrate and gather together.	Looking at places the children have visited with their families
	familiar to them.	Exploring how other cultures celebrate traditions e.g. Lunar New Year.	and their experiences of holidays and days out. Looking at
	Helping your child to become familiar with the people and routines in	Looking at diversity, how we are all different and learning how to	how people celebrate and gather together.
	school.	treat each other with respect.	
	Exploring how people have different beliefs and celebrate in different	Looking at people in the community and the jobs they do. Talking	
	ways e.g. Diwali.	about the jobs that they might like to do when they are older.	
			The Natural World
	The Natural World	The Natural World	Exploring the environment, how it changes through the
	Exploring materials, looking at similarities and differences and natural	Exploring everyday materials using our senses.	seasons and how this affects what we wear and do. Looking
	and man-made. Thinking about how seasons and climates change and	Observing and discussing the characteristics of winter and exploring	at things that are alive and not alive.
	how this influences lifestyles.	the changes we see as winter evolves into spring.	Growing plants and observing the changes that occur.
	In particular, we will look at autumn and explore its characteristics.	Exploring ice melting/freezing	Learning about different habitats and environments and
	Observing and researching different animals/insects	Looking at and drawing information from simple maps.	observing the similarities and differences.
	Exploring our local area and landmarks	Investigating	Exploring the characteristics of summer. Comparing life in
	Introducing simple maps and globes	Discussing hibernation and nocturnal animals	this country to life in other countries or places.
		Learning about forces - pushes and pulls and how things work.	Exploring life cycles
	Past and Present	Introducing Life cycles	Exploring how we can stay healthy including healthy food,
	Ordering daily routines / events	Finding out about landmarks in other area e.g) London	teeth brushing and other things to keep us healthy
	Visual timetables	Making and plotting simple maps	
	Story maps		Technology
	Exploring historic stories	Past and Present	Continuing to use computers and iPads to play games and
	Considering how people evolve from a baby to an adult.	Comparing characters from stories including figures from the past.	access the internet to find out information.
	Exploring our family	Investigating ow things grow/evolve over time	Using cameras and iPads to take photographs and videos.
	Exploring some familiar events from the past e.g. Bonfire Night		Helping the children to complete simple programs using Bee
			bots.
	Technology	Technology	Using programmable toys to encourage the children to plan
	Using computers and iPads to play games and access the internet to	Continuing to use computers and iPads to complete simple programs	and map routes.
	find out information.	and access the internet to find out information. Thinking about and	
	Using photographs to record, discuss and develop activities.	discussing how technology is used daily in the home - washing	
	Using simple drawing programs to enable your child to develop their	machines, cookers etc. Helping the children to record their work	
	mouse control.	through photographs.	
Digital Literacy	Self- image and identity	Online Bullying	Health, well-being and lifestyle
	Online relationships	Managing Online Information	Privacy and security
	Online Reputation		Copyright and ownership
Religious Education	God – Creation (God)	Incarnation	Salvation
			Holy Spirit
	Courageous Advocacy Opportunity-	Courageous Advocacy Opportunity-	Courageous Advocacy Opportunity- Recycling - Looking after
	Perform a Christmas song and make Christmas cards for local Old	Litter pick around school	the oceans
	peoples home		
	Community Engagement		