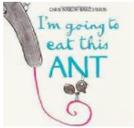
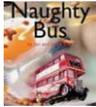
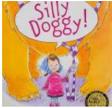


St Mary's Reception Long-Term Plan

	Autumn I wonder what is special about me I wonder how people celebrate	Spring I wonder what other people do I wonder how we could get there	Summer I wonder who lives there I wonder what happened before
Values Heartsmart	LOVE 'Get HEARTSMART' COMPASSION 'Don't forget to let love in!'	RESPECT 'Too much Selfie isn't healthy!' COURAGE 'Don't Rub it in, Rub it Out!'	HONESTY 'Fake is a Mistake!' DETERMINATION 'No Way Through isn't True!'
Visits	Local area walk/Halton Castle	Library visit	Visit to the farm
<u>Mathematics</u> Number Numerical Patterns	<p>Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.</p> <p style="text-align: center;">Pupils will:</p> <ul style="list-style-type: none"> • identify when a set can be subitised and when counting is needed • subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • spot smaller numbers 'hiding' inside larger numbers <p>connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</p> <ul style="list-style-type: none"> • hear 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 • develop 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 	<p>Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.</p> <p style="text-align: center;">Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals • begin to identify missing parts for numbers within 5 • explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • focus on equal and unequal groups when comparing numbers understand that two equal groups can be called a 'double' and connect this to finger patterns • sort odd and even numbers according to their 'shape' • continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • order numbers and play track games • join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers <p style="text-align: center;">Focusing on numbers to 10 Comparing and composing numbers to 10 Introducing number bonds to 10</p>	<p>Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.</p> <p style="text-align: center;">Pupils will:</p> <ul style="list-style-type: none"> • continue to develop their counting skills, counting larger sets as well as counting actions and sounds • explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • compare quantities and numbers, including sets of objects which have different attributes • continue 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 • begin to generalise about 'one more than' and 'one less than' numbers within 10 • continue to identify when sets can be subitised and when counting is necessary • develop conceptual subitising skills including when using a rekenrek <p style="text-align: center;">Deepening our understanding of number. Continuing to consider value, exploring doubling and halving, addition and subtraction (including number bonds), estimation and formation. Looking at odd and even numbers. Composing and decomposing numbers. Sharing and grouping.</p>

	<ul style="list-style-type: none"> • compare sets of objects by matching • begin to develop the language of 'whole' when talking about objects which have parts <p>Representing, composing to 5</p> <p>Counting to 5 then 10 and beyond and recognising numerals through rhymes, songs and games.</p> <p>Sorting and matching</p> <p>Beginning to write numerals.</p> <p>Sorting and naming 2D shapes</p> <p>Introducing positional language.</p> <p>Introducing length, size, weight and capacity.</p> <p>Exploring positional language.</p> <p>Exploring pattern.</p> <p>Time first/next</p>	<p>Counting to 20 and recognising numerals through rhymes, songs and games.</p> <p>Beginning to write numerals</p> <p>Developing more understanding of 1 more/1 less.</p> <p>Exploring more than and fewer than.</p> <p>Revising number bonds – automatic recall</p> <p>Considering value and exploring basic addition and subtraction.</p> <p>Recording explorations with number.</p> <p>Exploring positional language.</p> <p>Exploring prepositions</p> <p>Exploring 2D and 3D shapes</p> <p>Exploring size, length, weight, mass and capacity.</p> <p>Manipulating and exploring shapes to develop spatial reasoning.</p> <p>Spatial awareness</p>	<p>Exploring problem solving and appropriate methods of recording their explorations with number.</p> <p>Learning and using the language related to weight and capacity.</p> <p>Exploring pattern and shape using appropriate vocabulary.</p> <p>Using everyday language to solve problems relating to time.</p> <p>Exploring more complex repeating patterns and relationships.</p> <p>Mapping</p>
<p>Literacy</p> <p>Reading</p> <p>Writing</p> <p>Comprehension</p>	<p>Daily Phonics lesson Phase 2</p> <p>Say a sound for all Phase 2 GPCS.</p> <p>Blend CVC words verbally.</p> <p>Guided and shared reading within class.</p> <p>Using a wide range of materials to encourage independent writing / mark making and using letter shapes.</p> <p>Forming Phase 2 letters recognisably.</p> <p>Segmenting CVC words verbally.</p> <p>Writing simple CVC words.</p> <p>Encouraging children to give meaning to their writing.</p> <p>Forming letters in their name correctly.</p> <p>Modelling simple sentences.</p> <p><u>Pathways to Write books.</u></p> <p> The Gingerbread Man</p> <p> I'm Going To Eat This Ant.</p>	<p>Daily Phonics lesson Phase 3</p> <p>Guided and shared reading within class.</p> <p>Encouraging the children to develop some independence in their writing.</p> <p>Thinking about what we are going to write.</p> <p>Applying phonic knowledge and recollection of key words to our writing.</p> <p>Beginning to explore and write captions and simple sentences.</p> <p>Beginning to plan and read our own writing to check that it makes sense.</p> <p>Continuing to practice letter formation.</p> <p><u>Pathways to Write books.</u></p> <p> Naughty Bus</p> <p> The Journey Home</p>	<p>Daily Phonics lesson Phase 3/4</p> <p>Guided and shared reading within class</p> <p>Further developing independence in their writing.</p> <p>Asking children to verbalise exactly what they want to write.</p> <p>Continuing to apply phonic knowledge and recollection of key words to our writing.</p> <p>Writing phrases and sentences that can be read by others.</p> <p><u>Pathways to Write books.</u></p> <p> Silly Doggy!</p> <p> Supertato</p>

<p>Personal, Social and Emotional.</p> <p>Self-confidence and self-awareness</p> <p>Managing feelings and behaviour</p> <p>Making relationships</p>	<p>Ensuring that children feel happy and secure and are able to communicate needs and express ideas.</p> <p>Introduced to all staff and to each other and encouraged to develop positive relationships with teachers and other children.</p> <p>Becoming familiar with the building, routines and rules and understanding acceptable / appropriate behaviour.</p>	<p>Exploring emotions and feelings.</p> <p>Developing confidence speaking to others about needs, wants, interests and opinions.</p> <p>Thinking about solving problems for and considering how actions can affect other people.</p> <p>Listening and responding appropriately; compromising and considering others.</p> <p>Resolving conflicts and making compromises with other children.</p> <p>Accessing activities with growing independence and following rules for organisation and safety.</p>	<p>Considering the needs and wants of others, appreciating and celebrating the differences in each other.</p> <p>Resolving problems, responding, compromising and considering others.</p> <p>Thinking about what we are good at and being confident to select activities independently.</p>
<p>Expressive Arts and Design</p> <p>Creating with materials</p> <p>Being imaginative and expressive</p>	<p>Building up a repertoire of songs and rhymes and use instruments to accompany them.</p> <p>Using a wide range of materials and tools to work creatively and selecting resources independently.</p> <p>Developing basic scissor skills</p> <p>Creating things using salt dough and malleable materials</p> <p>Colour mixing</p> <p>Self portraits</p> <p>Taking on roles in small world play.</p> <p>Christmas play—developing knowledge of the Christmas story through music, dance and drama.</p>	<p>Using instruments to express ideas and feelings and developing understanding of pulse and rhythm.</p> <p>Using a wide range of construction materials and tools and encouraging an appropriate selection of resources and techniques.</p> <p>Creating things with moving parts</p> <p>Using junk modelling to create landmarks</p> <p>Expressing ourselves through dance, music and role-play.</p> <p>Further improving our scissor skills to cut intricately.</p> <p>Using paint and other media to make more detailed art work.</p> <p>Using different media to make papier mache models.</p>	<p>Using previous experience and knowledge to develop observational skills to create detailed representations of events, people and objects.</p> <p>Creating art work using natural objects</p> <p>Using a wide range of techniques to represent their ideas and feelings through art, music, dance and role-play.</p> <p>Using construction materials to follow instructions that are more complex and to encourage imagination and creativity.</p> <p>Using self-expression and interpretation of ideas through dance, music and role-play.</p>
<p>Music- Charanga</p>	<p>Me</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> ● Pat-a-cake ● 1, 2, 3, 4, 5, Once I Caught a Fish Alive ● This Old Man ● Five Little Ducks ● Name Song ● Things For Fingers <p>Musical learning focus</p> <ul style="list-style-type: none"> ● 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 <p>My stories</p> <p>Learn to sing nursery rhymes and action songs:</p>	<p>Everyone</p> <p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> ● Wind The Bobbin Up ● Rock-a-bye Baby ● Five Little Monkeys Jumping On The Bed ● Twinkle Twinkle ● If You're Happy And You Know It ● Head, Shoulders, Knees And Toes <p>Musical learning focus</p> <ul style="list-style-type: none"> ● 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 <p>Our world</p> <p>Learn to sing nursery rhymes and action songs:</p>	<p>Big bear funk</p> <p>Big Bear Funk is a transition unit that prepares children for their musical learning in Year 1/ages 5-6. Revisiting nursery rhymes and action songs learnt so far.</p> <p>Musical learning focus:</p> <ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> • I'm A Little Teapot • The Grand Old Duke Of York • Ring O' Roses • Hickory Dickory Dock • Not Too Difficult • The ABC Song <p><u>Musical learning focus</u></p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Old Macdonald • Incy Wincy Spider • Baa Baa Black Sheep • Row, Row, Row Your Boat • The Wheels On The Bus • The Hokey Cokey <p><u>Musical learning focus</u></p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;"><u>Reflect, rewind, replay</u></p> <p>Revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p> <p><u>Musical learning focus:</u></p> <ul style="list-style-type: none"> • 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
<p><u>Communication and Language</u></p> <p>Listening, attention and understanding.</p> <p>Speaking</p>	<p>Listening carefully to what is being said,</p> <p>Understanding what something means and how they should respond</p> <p>Making conversations. Using an appropriate response or comment and beginning to ask questions. Learning and using new vocabulary. Expressing a point of view.</p>	<p>Listening carefully, maintaining attention and concentrating on an activity.</p> <p>Understanding instructions and following them through effectively.</p> <p>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.</p>	<p>Listening and responding while we are doing. To sustain concentration and maintain focus.</p> <p>Understanding the importance of asking questions and answering questions appropriately. Applying knowledge and skills across the curriculum- thinking for ourselves.</p> <p>Speaking about relevant subjects using past, present and future tenses correctly. Speaking clearly and confidently. Confidently explaining why things happen using new vocabulary.</p>

<p>Physical Development</p> <p>Gross Motor</p> <p>Fine Motor</p>	<p>Using a wide range of materials and resources to develop their control and effective use.</p> <p>Look at how our body moves and how to develop balance and control.</p> <p>Using outdoor equipment, the outdoor environment and the hall to develop control and safe use of space.</p> <p>Establishing toilet and hand washing routines, and concentrating on getting changed into PE kits.</p> <p>Understanding good practice in relation to exercise, eating, sleeping, hygiene and oral health care.</p> <p>We will encourage the children to dress and undress independently.</p> <p>Thinking about safety in relation to movements and objects.</p> <p>Bean Bag Skills (Invasion) Ball skills at the Zoo (Invasion) Gymnastics(Balance)</p>	<p>Continuing to use a wide range of materials and resources to develop fine motor control and effective use of tools.</p> <p>Exploring dance and responses to music.</p> <p>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</p> <p>Learning how to be a safe pedestrian.</p> <p>Fun Games with Friends (Outdoor Adventure) Dance Fictional Characters – Julia Donaldson</p> <p>Bats and Balls at the Circus (Net Games) Gymnastics – Stretching Shapes</p>	<p>Developing the use of a wide range of materials and resources to enable children to develop their control and effective use of tools.</p> <p>Learning gymnastic shapes.</p> <p>Handling apparatus including a range of throwing equipment with care and precision.</p> <p>Thinking about balance and control of more complex movements.</p> <p>Developing control of objects and equipment.</p> <p>Fun with quoits and cones (Athletics) Turn taking on Holidays (Strike and Field)</p>
---	---	--	--

<p>Understanding the World</p>	<p>People Culture and Communities Discussing with your child, their own family and things that are familiar to them. Helping your child to become familiar with the people and routines in school. Exploring how people have different beliefs and celebrate in different ways e.g. Diwali.</p> <p>The Natural World Exploring materials, looking at similarities and differences and natural and man-made. Thinking about how seasons and climates change and how this influences lifestyles. In particular, we will look at autumn and explore its characteristics. Observing and researching different animals/insects Exploring our local area and landmarks Introducing simple maps and globes</p> <p>Past and Present Ordering daily routines / events Visual timetables Story maps Exploring historic stories Considering how people evolve from a baby to an adult. Exploring our family Exploring some familiar events from the past e.g. Bonfire Night</p> <p>Technology Using computers and iPads to play games and access the internet to find out information. Using photographs to record, discuss and develop activities. Helping the children to complete simple programs using Bee bots. Using programmable toys to encourage the children to plan and map routes.</p>	<p>People Culture and Communities Looking at how people celebrate and gather together. Exploring how other cultures celebrate traditions e.g. Lunar New Year. Looking at diversity, how we are all different and learning how to treat each other with respect. Looking at people in the community and the jobs they do. Talking about the jobs that they might like to do when they are older.</p> <p>The Natural World Exploring everyday materials using our senses. Observing and discussing the characteristics of winter and exploring the changes we see as winter evolves into spring. Exploring ice melting/freezing Looking at and drawing information from simple maps. Investigating Discussing hibernation and nocturnal animals Learning about forces - pushes and pulls and how things work. Introducing Life cycles Finding out about landmarks in other area e.g) London Making and plotting simple maps</p> <p>Past and Present Comparing characters from stories including figures from the past. Investigating how things grow/evolve over time</p> <p>Technology Continuing to use computers and iPads to complete simple programs and access the internet to find out information. Thinking about and discussing how technology is used daily in the home - washing machines, cookers etc. Helping the children to record their work through photographs.</p>	<p>People Culture and Communities Looking at places the children have visited with their families and their experiences of holidays and days out. Looking at how people celebrate and gather together.</p> <p>The Natural World Exploring the environment, how it changes through the seasons and how this affects what we wear and do. Looking at things that are alive and not alive. Growing plants and observing the changes that occur. Learning about different habitats and environments and observing the similarities and differences. Exploring the characteristics of summer. Comparing life in this country to life in other countries or places. Exploring life cycles Exploring how we can stay healthy including healthy food, teeth brushing and other things to keep us healthy</p> <p>Technology Continuing to use computers and iPads to play games and access the internet to find out information. Using cameras and iPads to take photographs and videos. Using simple drawing programs to enable your child to develop their mouse control.</p>
<p>Digital Literacy</p>	<p>Self- image and identity Online relationships Online Reputation</p>	<p>Online Bullying Managing Online Information</p>	<p>Health, well-being and lifestyle Privacy and security Copyright and ownership</p>
<p>Religious Education</p>	<p>I am Special (EYFS 1) Harvest (EYFS 2) Christmas (EYFS 4)</p> <p>Courageous Advocacy Opportunity- Perform a Christmas song and make Christmas cards for local home Community Engagement</p>	<p>Special Places (EYFS 9) Easter (EYFS 7)</p> <p>Courageous Advocacy Opportunity- Bird Feeders</p>	<p>Special Times (EYFS 11) Special People (EYFS 3)</p> <p>Courageous Advocacy Opportunity- Recycling - Looking after the oceans</p>