

Early Years - Reception Long Term Plan

Term – Autumn

Theme	Marvellous me- starting out.	Dinosaurs Roar!	Light and dark, inc. Diwali	It's cold outside!	Christmas
Texts	We are Family – Patricia Hegarty Our Class is a Family Elmer Martha Maps it Out Monkey Puzzle	Dinosaurs Roar! By Katie and the Dinosaurs By James	Night Monkey Day Monkey The Owl Who Was Afraid of the Dark. Peace at Last	Blue Penguin The Way Home for Wolf The Emperors Egg	The Jolly Christmas Postman Stickman Luna Loves Christmas The Christmas Owl Raymond Briggs Father Christmas
Traditional Tale	The Little Red Hen	Little Red Riding Hood	The 3 Little Pigs	The Gingerbread Man	Revisiting traditional tales in The Jolly Christmas Postman
Focused Activities	Drawing Development with mirrors. Baking bread. Creating family portraits and self-portraits. Finding our way around the classroom and the school environment. Introducing routines.	Making papier mâché dinosaur eggs. Using the Bee Bot dinosaur mat Exploring dinosaur bones and playing matching games. Creating dinosaurs from junk modelling Exploring fossils within malleable.	Creating diva lamps for Diwali. Creating firework pictures. Making habitats for nocturnal animals. Painting Pumpkins Creating pictures of Owls feathers	Conducting experiments involving ice. Exploring Polar habitats Camouflage Exploring Winter Sports Snow Globes art Creating Snow flakes Making a Calendar for Xmas Making igloos from sugar cubes.	Making Christmas decorations And Christmas Cards. Making Christmas lists. Wrapping presents. Baking Christmas cookies. Making eco-friendly reindeer food. Making bird feeders.
Continuous Provision Activities	Learn how to choose, use and put away our school resources. Acting out the story of the Little Red Hen. Making homes and rooms. Drawing our friends. Following and making maps.	Dinosaur small world. Dinosaur board games and dinosaur jigsaws. Sand tray – finding bones and building dinosaurs. Making fossils, dinosaurs in CP	Using torches and light with different paper to explore shadows. Creating shadow pictures. Create firework pictures. Create malleable animals.	Ice breaking/ melting Animals in small world Arctic environments in cold water Igloos in construction	Role play – Christmas home scene. Post Office-sorting letters Elf Workshop Card Making Station Christmas Crafts
English	Copying their name Giving meanings to the marks they make Copying taught letters Identifying and writing some initial sounds Oral retelling Story Play – Role Play. Showing an understanding of key vocabulary		Create and use story maps Writing labels To begin to write CVC words using taught sounds Write their name Drama through retell of story.		
Sounds- Write Initial Code	Week 1 and 2 Baseline Assessments Week 3 and 4 – Unit 1 Introduce a, i, m s, t.	Week 5 and 6 Unit 2 Introduce n, o, p.	Weeks 7 and 8. Unit 3 Introduce b, c, and h. Week 9 Unit 4 Introduce d, e, f, v.	Week 10. Continue Unit 4 d,e,f, v. Weeks 11 and 12. Unit 5 Introduce k, l, r, u.	Weeks 13- 15. Unit 6 Introduce j, w, z. Unit 7 Introduce x, y.

Maths	<p>Match objects. Match pictures and objects. Identify a set. Sort objects to a type. Explore Sorting techniques. Created sorting rules. Compare amounts</p>	<p>Compare size. Compare mass. Compare capacity. Explore patterns. Copy and continue simple patterns. Create simple patterns. Identify and name circles and triangles. Compare circles and triangles. Shapes in the environment. Describe position.</p>	<p>Find 1, 2 and 3. Subitise 1, 2 and 3. 1 more and 1 less. Composition of 1, 2 and 3.</p>	<p>Find 4 and 5. Subitise 4 and 5. Represent 4 and 5. 1 more and 1 less. Composition of 4 and 5. Composition of 1-5.</p>	<p>Identify and name shapes with 4 sides. Combine shapes with 4 sides. Shapes in the environment. My day and night. Consolidation of concepts learnt.</p>
Understanding the world People, Culture and Communities- Geography	<p><u>Geography Unit - Local Explorers</u> To describe and explore our immediate environment using knowledge from observation and experience. To explore how we can look after our environment. To look at where we live in Standish, learn our address and compare where we live in comparison to school. To discuss the differences between the outdoor and indoor classrooms. Make observations of school grounds within the local area; Beech Walk wooded area, farm land, open fields at the end of Beech Walk and Bunny Woods <u>By the end of this unit</u>, children will know; that our classroom is split into the indoor and outdoor areas and they will be able to discuss the main features of these. Children will be able to make a simple map of the school to plot different routes within the school grounds. Linked texts: Out and about – Shirley Hughes</p>		<p><u>Geography-- Focused Learning People and Communities:</u> Bonfire Night and why it is celebrated. What is Diwali and why it is celebrated. <u>By the end of the focused learning-</u> children will know that Diwali is celebrated by Hindus. They will be able to say why it is a special time. Children will know one other festival from another faith and be able to explain why it is important to its faith members.</p>	<p><u>Geography- Focused Learning:</u> To learn about the North and South Poles, penguins and polar bears. To learn about what it is like living in cold places. To compare lifestyles and compare to our known environments. <u>By the end of the focused learning</u> children will understand that the world is made up of many countries and places. They will be able to discuss some of these places, talking about the wildlife weather, and other features. Children will be able to compare the North and South Poles. countries and talk about the similarities/differences with regards to the above features. Children will be able to create simple visual representations of these countries through maps and drawings.</p>	
Understanding the World – The Natural World	<p><u>Science Focused learning</u> – exploring the season Autumn. Look at the season of Autumn. What does this mean and what are common features of this season. Can we spot signs of Autumn? What happens to the animals in Autumn. <u>By the end of this focused learning</u>, children will know: about different types of weather that occurs in our local area in Autumn. Children will</p>		<p><u>Science Focused Learning:</u> exploring light and dark. How can we see in the dark? Children will explore shadows. Children will discuss what is meant by nocturnal and what is meant by diurnal. Children will explore different habitats belonging to nocturnal animals.</p>	<p><u>Science Focused Learning:</u> -exploring the season Winter. Children will explore the different Polar regions, their climates and how these regions are contrasting with our own local environment. Children will explore what is meant by hibernation. Children will look at the changing states of water and ice and they will conduct melting experiments through fair testing.</p>	

	<p>know how weather can be different and we need to be prepared such as wearing coats in rain, hats in the cold. Children will know what happens to the wildlife during the season.</p>		<p><u>By the end of this focused learning,</u> children will know what is meant by nocturnal and diurnal. Children will know some nocturnal animals. Children will discuss what happens to the wildlife during the season.</p>	<p>Children will explore how Arctic animals stay warm. <u>By the end of this focused learning,</u> children will know: about different types of weather that occurs in our local area in Winter. Children will know how weather can be different and we need to be prepared such as wearing coats in rain, hats in the cold. Children will discuss what happens to the wildlife during the season in different places.</p>	
<p>Understanding the World Past and Present- History</p>	<p>History Unit - We are Family To discuss the lives of people around them and their roles in society. Talk about our own family members, look at how families live now, jobs that people do, their roles in and out of the house, activities that we like to do together. Compare with the past and look at how families lived, jobs that people in the family did, parents' role in the house, activities they would do together as a family. They will look and discuss photos from today and photos from the past. <u>By the end of this unit,</u> children will know: What is meant by the past and be able to discuss what things in living memory have changed or stayed the same. They will know how the lives of people in society have changed from the past and how they are still similar Linked texts; The invisible – Tom Percival</p>	<p>Focused Learning - Dinosaurs What are Dinosaurs? What was the environment like when dinosaurs were alive? <u>By the end of this focused learning,</u> children will know that dinosaurs are prehistoric creatures that existed a long time ago but are now extinct. Children will be able to identify both similar and different features of dinosaurs and animals of today. Linked texts; Dear Dinosaur by Nicola O'Byrne</p>			<p>History Unit - Roles in society Discuss the lives of people around them and their roles in society – focusing on the postal service. <u>By the end of this unit,</u> children will know: What is meant by the past and be able to discuss what things in living memory have changed or stayed the same. They will know how the lives of people in society have changed from the past and how they are still similar.</p>
<p>Expressive Art and Design - Creating with materials Being Imaginative and Expressive</p>	<p>Music Unit Learning to sing nursery rhymes and action songs, Pat-a-cake 1,2,3,4,5, Once I Caught a Fish Alive This Old Man 5 Little Ducks <u>By the end of this unit,</u> children will be able to listen carefully to rhymes and songs, paying attention to how they sound. Children will learn and be</p>		<p>Music Unit Learning to sing songs and action rhymes: I'm a Little Teapot The Grand Old Duke of York Ring O Roses <u>By the end of this unit,</u> children will be able to listen carefully to rhymes and songs, paying attention to how they sound. Children will learn and be able to sing a range of</p>	<p>Art Unit- Arctic Collage Combining media to produce an arctic collage. Use different materials, selecting the most appropriate by way of colour, texture and suitability. Use different techniques to create the desired effect. <u>By the end of this unit,</u> children will be able to combine different media by different mediums. Children will be able to use different techniques</p>	<p>Music Unit Learning to sing songs and action rhymes: Wind the Bobbin Up Rock a Bye Baby 5 little monkeys jumping on the bed. Twinkl Twinkle <u>By the end of this unit,</u> children will be able to listen carefully to rhymes and songs, paying attention</p>

	able to sing a range of well-known rhymes, poems and songs and combine different movements with ease and fluency. Children will sing in a group or on their own, creating their own performances. Children will be able to increasingly match the pitch and follow the melody.		<p>well-known rhymes, poems and songs and combine different movements with ease and fluency. Children will sing in a group or on their own, creating their own performances. Children will be able to increasingly match the pitch and follow the melody.</p> <p><u>Focused learning -Art</u> Make a Diva lamps and Diwali artwork.</p> <p><u>By the end of this focused learning</u> children will understand what Diwali is and why it is a significant celebration for Hindus. Children will be able to mould and shape malleable materials into a Diva lamp shape. Children will be able to select appropriate detail and add it to the lamp using fine motor control.</p>	<p>including; rolling, tearing, splattering, printing and scrunching.</p> <p><u>DT Unit- Egg Cosy</u> Create an egg cosy to keep the egg warm</p> <p><u>By the end of this unit-</u> children will understand why it is important to keep an egg warm. Children will understand which materials are best suited for the cosy and they will be able to explain their reason. Children will be able to use scissors correctly and safely.</p>	<p>to how they sound. Children will learn and be able to sing a range of well-known rhymes, poems and songs and combine different movements with ease and fluency. Children will sing in a group or on their own, creating their own performances. Children will be able to increasingly match the pitch and follow the melody</p> <p><u>DT Unit – Textiles- Christmas Stocking</u> Design and create a stocking for Christmas to store things in.</p> <p><u>By the end of this unit;</u> children will be able to use language of designing and making (join, build, shape, longer, shorter, heavier etc.) Use scissors correctly and safely. Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture. Share their creations, explaining the process they have used, reflecting back on the process.</p>
Computing	<p>Data Handling The children will begin to understand and explain how to sort and categorise objects.</p> <p><u>Bee-Bots</u> Programming Bee Bots Children will be exposed to Bee-Bots and explore the directional movement of a bee bot.</p>				

Forest School Activities	<u>Autumn Themes</u> Exploring the current season within the forest environment. Constructing a dinosaur habitat. Bear faces with clay, using bark from the tree for features. Sculpting from nature – using forest floor natural resources to design and create a creature. Exploring texture through rubbings – bark/leaves etc... Making a shelter - using weaving techniques with thin shoots or tie materials together using stems from climbing plants. Creating patterns within the forest. Building a fire, marshmallows and mystical stories. Capturing colours – collecting small samples of leaves, flowers and other materials such as soil, branches, litter and stones. Elf House – the weather is rough for the little elves, we need to build robust houses to help them stay warm and dry Map making for our forest area – can we find the chest with the treasure?	
PSED	<u>Unit - Living in the Wider World (Citizenship)</u> Children will learn the names of the staff members who work in our class. Children will learn the roles and responsibilities in the classroom, including tidying up Children will learn understand how to behave in both the indoor and outdoor classrooms. Children will learn how to behave within the wider school environment. Children will learn the names and roles of the different adults in the wider school community. To learn the values and ethos of Wood Fold school and understand INSPIRE. <u>By the end of this unit-</u> children will understand what it means to belong to a class and part of the school community. Children will understand the roles and responsibilities in the classroom, including tidying and lining up. Children will understand how to respect our classroom and the resources and to understand the values and ethos of Wood Fold school and understand INSPIRE and know the names of staff members who are significant within the school community.	<u>Unit - Celebrating Diversity</u> To explore special things about themselves. To learn and explore physical similarities and differences about themselves and others. To explore the Hindu Celebration of Diwali. To discuss birthdays and other special lifetime events. To learn about Christmas, Chinese New Year and New Year Celebrations across different traditions. <u>By the end of this unit-</u> children will understand and know some special things about themselves. They will know what being proud means and that people can be proud of different things. They will understand and know some physical similarities and differences between themselves and others. To know and understand about some different celebrations in different cultures and traditions.
Physical development PE lessons	<u>Fundamentals of Movement Unit</u> Can the children take part in a wide range of fundamentals movement? <u>By the end of this unit</u> children will be able to jump for a distance, to land safely, to perform an underarm throw, to hop on both feet to catch with increasing accuracy, to climb with confidence over and through climbing equipment <u>Fundamental Movement Skills--The Hungry Caterpillar</u> Can the children pretend to move like a caterpillar as well as balance on different body parts? <u>By the end of this unit</u> children will be able to perform the basic skill of jumping, able to travel in a variety of ways low to the ground, to balance on a range of body parts, to travel over, under and through equipment and to roll in a variety of ways.	<u>Fundamental Movement Skills -Transport Unit</u> Can the children show different types of speed with control whilst making turns or jump? <u>By the end of this unit</u> children will be able to travel in a variety of ways, adjust speed and direction to avoid obstacles, show increasing control over an object by pushing it, perform a variety of gymnastic roles and use the overarm throw for distance. <u>Fundamental Movement Skills -A Day with Emergency Services</u> Can the children carry out the adventure with Pippa and Eddie? <u>By the end of this unit</u> children will be able to; run, jump and roll into space, throw, catch and roll a ball, stop and start with control, balance and bounce a ball and to move around negotiating space.
RE / Cultural study	<u>Special times:</u> How and why do we celebrate? What times are special to different people and why? Children will learn about different celebrations across three of the world's major religions – Christianity, Hinduism and Islam. They will begin to understand the important religious events for these religions. They will have the opportunity to reflect on celebrations that they have been a part of, as well as what they would like to celebrate in the future. <u>By the end of this unit</u> children will 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. They will be able to give examples of special occasions and suggest features of a good celebration. They will recall simple stories connected with Christmas/Harvest/ Diwali and Eid and be able to say why festivals are special times for believers of different faiths.	

Early Years - Reception Long Term Plan

Term – Spring

<u>Theme</u>	Superheroes	Chinese New Year	Toys	Dragons and castles	How things grow!
Texts	Supertato Ten Little Superheroes Max the Brave What's My Superpower?	I love Chinese New Year! The Great Race- Emily Hiles	Everywhere Bear Peepo Dogger. Kipper's Toy. Traction Man. Paper Dolls. Lost in The Toy Museum. Stanley's Stick.	George and the Dragon By Christopher Wormell Where is The Dragon – Leo Timmers	Jack and the beanstalk The Enormous Turnip The Tiny Seed Oliver's Vegetables
Focused activities	Making capes. Comic strip captions. Making medals. Using vegetables to paint and print. Designing and making Superhero masks.	Food tasting. Making Chinese lanterns. Making a Chinese Dragon. Making Dragon masks. Exploring the story of The Great Race and writing about the animals. Making money pockets.	Sock Puppets. Finger Puppets. Playing traditional playground games such as hula-hoops and hop scotch. Toy Shop sale. Designing a toy. Woodworking. Designing packaging. Designing and writing a 'Lost' poster.	Designing knight or princess outfits. Building castles. Building bridges and moats. Learning about horses. Creating a knight obstacle course on horses. Making flags for the castle. Designing and making shields. Using a bow and arrow.	Using and programming Bee bots – farms Planting seeds. Observing the weather and measuring rainfall. Investigation activities, sorting roots, petals, stems and leaves. Planting cress – cress heads.
Continuous Provision Activities	Spiderweb challenge net outdoors. Superhero area. Superhero Den	Chinese restaurant. inc. making menus. Small world with the animals from The Great Race. Funky fingers area using chopsticks. Looking at Chinese symbols and copying them. Building the Great Wall of China.	Toy shop/toy museum. Toys from the past investigation station. Doll's house. Pinocchio – Giuseppe's workshop. Puppet theatre and shows. Moving water toys.	Role-play – Knights and Princesses in the castle. Create a castle in construction. Create a banquet in the mud kitchen. Lolly sticks in the sand to create a castle wall.	Small world – farmyards Role –play -garden centre. Investigation area- looking at different parts of plants.
English	Story Map with labels. Drama through retell of story. Writing CVC words with taught sounds Begin to write short captions Short captions linked to beginning, middle and end of the story.		Drama through retell of the story. Explore Character's feelings Write Story maps with detail. Write captions Innovate Stories Begin to spell some high frequency words Designing and writing a 'Lost' poster,' using persuasive writing.		

Sounds-Write Initial Code	Weeks 1 and 2 Unit 7- Introduce x y ff	Week 3 Unit 7 – Introduce ll ss, zz	Weeks 4, 5 and 6 Unit 8 Introducing words made up of the following patterns VCC/CVCC	Weeks 7 and 8 Unit 9 Introducing words made up of the following patterns CVCC	Weeks 9, 10 and 11 Unit 10 Introducing words made up of the following patterns CCVC/ CCVCC & CCCVC
Maths	Introduce Zero. Find 0-5. Subitise 0-5. Represent 0-5. 1 more and 1 less. Composition. Compare mass. Find a balance.	Explore capacity. Compare capacity. Find 6, 7 and 8. Represent 6, 7 and 8. 1 more and 1 less.	Composition of 6,7 and 8. Make pairs-odd and even. Explore length. Compare length. Explore height. Compare height.	Talk about time. Order and sequence time. Identify and name shapes with 4 sides. Shapes in the environment. My day and night.	Find 9 and 10. Compare numbers to 10. Represent 9 and 10. Conceptual subitising to 10. 1 more and 1 less. Composition to 10. Recognise, find and use 3D shapes. Identify, copy and create complex patterns.
Understanding the World - People, Culture and Communities- Geography	<u>Geography - Focused learning</u> People who help us. Visits from local people from within our community such as Police, Firefighter and Nurse. <u>By the end of this focused learning</u> children will be able to talk about some different people in society, their roles and how they can help them.	<u>Geography Unit - New Year Celebrations.</u> How is New Year celebrated? How is it different to New Year here? Celebrating our differences To consider and discuss similarities and differences between different religious and cultural communities in this country. To use maps and explore non-fiction texts. Explore cultures within our society and identify ourselves e.g. where we live. Learn about celebrations as they occur throughout the year, e.g. Chinese New Year, Diwali etc. <u>By the end of this focused learning</u> Children will be able to identify different cultures through artefacts. <u>Linked texts:</u> The Story of People – Catherine Barr & Steve Williams What do you Celebrate? Whitney Stewart & Christine Engel.			<u>Geography Focused Learning –</u> Local farmland. Farming land and how it is used to grow vegetables. Google Earth to show how land is used locally. Maps of the farmyard and developing maps of the local area. <u>By the end of this focused learning</u> children will know about their local area and how the land is used for different purposes.
Understanding the World – The Natural World- Science	<u>Science Focused learning</u> Exploring the seasons Winter and Spring Look at the seasons Winter and Spring. What does this mean and what are common features of this season? Can we spot signs of Winter?		<u>Science Focused Learning-</u> Materials and functions Investigating traditional toys: Investigate different materials for toys. Investigate moving parts of a toy. Investigate movement including frictions		<u>Science – Plant Unit</u> To explore the basic parts of a plant. How seeds are found in a fruit and how seeds are planted. To learn about sun and water information. To watch and observe growth of plants. To explore our natural world

	<p>What happens to the animals in Winter? Can we compare with the season Autumn?</p> <p><u>By the end of this focused learning,</u> children will know: about different types of weather that occurs in our local area in Spring. Children will know how weather can be different and we need to be prepared such as wearing coats in rain, hats in the cold. Children will know what happens to the wildlife during the season. Children will be able to identify the signs of the 2 seasons and talk about the comparisons and similarities between the 2.</p>		<p>Investigation based on sinking and floating toys.</p> <p><u>By the end of this unit,</u> Children will know the names of some common materials and will be able to identify these materials in their local environment and say what we could use the material for. Children will know how to conduct a 'fair test' to test materials and their properties and will know whether materials are suited for a purpose.</p>		<p>around us, making observations and drawing pictures of animals and plants. Planting and grow cress and sunflowers. Learn the names of the parts of a flower. To monitor the growth of the plants and the changes in weather which may affect their growth. To link basic health linked to fruit and vegetables.</p> <p><u>By the end of this unit -</u> children will be able to label the different parts of a flower, draw pictures of flowers and add captions about how to help them grow. Children will know some of the different functions of the different parts of a plant. To understand that the weather in the different seasons affects plants. To understand some aspects of healthy eating linked to vegetables and plants.</p> <p><u>Linked texts:</u> Katie and the Sunflowers – James Mayhew</p>
Understanding the World -Past and Present- History			<p><u>History Unit - Toys</u></p> <p>To learn about the similarities and differences between things in the past and now, drawing on our experiences. To make a comparison of toys (skates) when parents and grandparents were children, to modern day toys.</p> <p><u>By the end of this unit,</u> children will know: What is meant by the past and be able to discuss what things in living memory have changed or stayed the same. Children will know and identify skates that are new and old and will know how to order them chronologically.</p> <p><u>Linked texts:</u> Lost in the Toy museum - David Lucas</p>	<p><u>Focused learning –</u></p> <p>Exploring Dragons and Castles. Do homes look like castles? Are there some castles in the present? Do dragons live now?</p> <p><u>By the end of the focused learning,</u> children will know: What is meant by the past and be able to discuss what things in living memory have changed or stayed the same.</p>	
Expressive Art and Design - Creating with Materials- Being Imaginative and Expressive	<p><u>Art Unit– Painting Mondrian</u></p> <p>Painting with primary colours / mixing colours unit</p> <p>Artist: Mondrian</p> <p>Draw lines and linear shapes then paint with primary colour.</p>	<p><u>Music Unit</u></p> <p>Learning to sing songs and action rhymes:</p> <p>Hickory Dickory Dock</p> <p>Not Too Difficult the ABC Song</p> <p>Name songs</p> <p>Things for Fingers.</p>	<p><u>DT Unit – Structures- Wooden Toys</u></p> <p>Link to History unit – past and present-day toys. Explore wooden toys from the past. Replicate a toy from the past.</p>	<p><u>Music Unit</u></p> <p>Learning to sing songs and action rhymes:</p> <p>If you are happy and you know it</p> <p>Head, Shoulders Knees and Toes</p> <p>Old MacDonald</p> <p>Incy Wincy Spider</p>	<p><u>Art Unit – Sunflower Collage</u></p> <p>Artist: Van Gogh – Sunflower pictures</p> <p>Book: Katie and the Sunflowers – James Mayhew</p> <p>Draw a sunflower Collage our own interpretation of sunflowers.</p> <p><u>By the end of this unit</u> children will be able to; recognise and name different colours.</p>

	<p>Draw lines and linear shapes then mix two colours to make a secondary colour, e.g. red + blue = purple.</p> <p>DT Unit- Food Assemble dips and dippers from for a healthy hero.</p> <p>By the end of this unit children will be able to; understand some food preparation tools, techniques and processes, understand how to make an activity safe and hygienic, understand the need for variety in food and begin to understand that eating well contributes to good health.</p>	<p>By the end of this unit, children will be able to listen carefully to rhymes and songs, paying attention to how they sound. Children will learn and be able to sing a range of well-known rhymes, poems and songs and combine different movements with ease and fluency. Children will sing in a group or on their own, creating their own performances. Children will be able to increasingly match the pitch and follow the melody.</p>	<p>Focused learning – Observational drawing of favourite toy.</p> <p>By the end of this focused learning children will be able to show accuracy when drawing the toy in order that it shows a likeness to the object.</p> <p>Music Unit Learning to sing songs and action rhymes: Baa Baa Black Sheep Row Row Row Your Boat The Wheels on the Bus The Hokey Cokey</p> <p>By the end of this unit, children will be able to listen carefully to rhymes and songs, paying attention to how they sound. Children will learn and be able to sing a range of well-known rhymes, poems and songs and combine different movements with ease and fluency. Children will sing in a group or on their own, creating their own performances. Children will be able to increasingly match the pitch and follow the melody.</p>	<p>By the end of this unit, children will be able to listen carefully to rhymes and songs, paying attention to how they sound. Children will learn and be able to sing a range of well-known rhymes, poems and songs and combine different movements with ease and fluency. Children will sing in a group or on their own, creating their own performances. Children will be able to increasingly match the pitch and follow the melody.</p>	<p>Use different tools to draw and draw still life objects from observation, cut and tear a variety of different shapes of differing sizes using scissors, to use glue to join materials together and be able to select appropriate shapes to build a collage that represents an object.</p> <p>DT Unit – Food Create healthy food products using fruit.</p> <p>By the end of this unit children will be able to; understand some food preparation tools, techniques and processes, understand how to make an activity safe and hygienic, understand the need for variety in food and begin to understand that eating well contributes to good health.</p>
Computing	<p>Programming Bee Bots - Children will explore the directional movement of a bee bot and learn simple commands to programme a robot.</p>				
Forest School Activities	<p>Spring Themes Exploring the current season within the forest environment. Make crowns from natural resources. Create a playground for fairies using natural resources – swing/bench/picnic area etc... Outdoor kitchen – creating a kitchen area and serving food to our guests. Animal Enclosure – create an obstacle course for any creatures that may visit our forest. Construct a musical instrument using natural resources and attempt to make a tune with it. Planting – seeds/bulbs and bedding plants. To observe and monitor/compare growth and to care for them, weekly.</p>				

PSED	<p><u>Economic Wellbeing Unit</u> Children will make a collection of different purses and wallets filled with coins for the the café or shop to develop an understanding of using and handling money. Children will discuss why money is important and why we need to keep it safe and look after it. Children will talk about ways the children can keep their money safe: in a purse, money box, savings account <u>By the end of this unit</u>, children will be able to understand what is money and why we need it. Children will understand different ways to keeping money safe and some ways to save money.</p>	<p><u>Relationships</u> Children will explore friendships and what is meant by conflict between friends. To explore sharing and turn taking and what is meant by teamwork skills. <u>By the end of this unit</u>, children will; understand what it means to be a friend, understand how to be a good friend to others, understand how to resolve conflict peacefully, understand why turn-taking is important and how we can share and learn how to develop teamwork skills.</p>
Physical Development PE lessons	<p><u>Fundamental Movement Skills Unit - How to Catch a Star</u> Can the children pretend to catch a star whilst jumping, balancing and climbing? <u>By the end of this unit</u> children will be able to balance on large and small body parts in the shape of a star, to send a ball with accuracy, to jump and land appropriately, to climb with confidence over, under and through climbing equipment.</p>	<p><u>Fundamental Movement Skills - Under the Sea</u> Can the children take up the role of Eddie and Pippa when adventuring under the sea? <u>By the end of this unit</u> children will be able to jump, leap and hop in to a space, to gallop, stretch and bend in to space, to balance a beanbag on different parts of the body, to join in a ring game with others and to work together to protect their friends. <u>Fundamental Movement Skills -Seaside</u> Can the children carry out different movements whilst pretending to be on the beach? <u>By the end of this unit</u> children will be able to balance on small body parts, to travel on hands and feet, show increasing control over an object pushing it and patting and to underarm throw with accuracy.</p>
RE / Cultural Study	<p><u>Special Stories:</u> Why are some stories special? What special messages can we learn from stories? Children will become familiar with the idea that some books are sacred and holy. They will learn stories from the Bible and Qur'an and know that they are special to Christians and Muslims. Children will be given the opportunity to retell stories and respond in a variety of ways. <u>By the end of this unit</u>, children will 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. Children will be able to talk about/ recall some religious stories e.g. through role play, art, model making. They will share features of a story that they like and explain why. They will also be able to identify a sacred text e.g. Bible, Qur'an and understand that they are special.</p>	

Reception Long Term Plan

Term – Summer

Theme	Mini Beasts 3	Out of This World 3 weeks	Watery World 3 weeks	Africa 2 weeks	Marvellous me - Moving on 2 weeks
Text	Yucky Worms Superworm By Julia Donaldson Mad about mini beats	Once Upon A Star- A Poetic Journey Through Space How to Catch a Star Aliens Eat Underpants We are all Astronauts Whatever Next.	Tiddler Commotion in the Ocean The Snail and the whale Clem and Crab Billy's Bucket 10 ways to help our world How Does a Lighthouse Work? The Lighthouse Keeper's Lunch	Handa's Surprise Lyla and the of the secret rain	Bog Baby
Focused activities	Butterfly pictures Making mini beast homes Paper plate ladybirds Mini beast hunts Eric Carle Mini beast collage	Creating rockets from shapes. Making telescopes to see the man on the moon. Bake sparkly rock buns. Create a split pin astronaut. Constellation painting.	Water Sports. Writing a message in a bottle for a friend. Create a rock pool. Create an octopus in junk modelling Colour mixing to create different shades of blue. Create a lighthouse from a plastic cup	Animals tracks Animal prints/fabric/skins collages Baskets weaving Observational drawing of fruit Musical Instruments	Time capsules/memories Writing a letter for the new teacher Bog Baby Research how to care for different pets and create posters of their findings. Children to write instructions to show people how to care for different animals.
Continuous Provision activities	Mini beast small world	Rocket and space station. Creating aliens from playdough. Magnetic sand area.	Washing station. Floating and sinking investigation area. Ocean playdough with shells. Hook a duck game. Feed the shark – bean bag game. Small world area with ocean/sea/beach life. Create a seascape which surrounds the lighthouse.	Musical Instruments African village African Clothes Stage for dancing and performance Safari Explorers Jewellery- pasta	Bog Baby habitat Wildlife habitats/caring for wildlife Create a vet or wildlife centre and encourage children to write posters, information leaflets etc.
English	Innovate Stories Write beginning/middle and end of a story Begin to write simple sentences. Spelling some taught high frequency words correctly words Changing characters within the text.		To write sentences using taught sounds and taught high frequency words To begin to write longer words and polysyllabic words which are spelt phonetically		
Sounds- Write Initial Code	Week 1 Unit 10	Weeks 4 5 and 6 Unit 10 Introduce the graphemes th, ck, wh	Weeks 7 8 and 9 Unit 10 Introduce grapheme <q> <u> Consolidation: bridging unit	Weeks 10 and 11 Continue consolidation: Bridging Unit Grapheme – k/ch l / w	Weeks 12 and 13 Continue Consolidation: Bridging Unit Grapheme – k/ch l / w

	Continue with words made up of the following patterns CCVCC & CCCVC Weeks 2 and 3 Introduce the graphemes Sh, ch,		Grapheme – k/ch l / w		
Maths	Build numbers beyond 10. (10-13.) Continue patterns beyond 10. (10-13.) Build numbers beyond 10. (14-20.) Continue patterns beyond 10. (14-20.) Verbal counting beyond 20 and verbal counting patterns.	Add more How many did I add? Take away. How many did I take away? Select shapes for a purpose. Manipulate shaped and explain shape arrangements. Compose shapes and decompose shapes. Copy 2 shape pictures and find 2D shapes within 3D pictures.	Explore sharing. Sharing. Explore grouping. Grouping. Even and odd sharing. Play and build doubles.	Identify units of repeating patterns. Create own pattern rule. Explore own pattern rule. Replicate and build scenes. Visualise from different positions. Describe positions. Give instructions to build. Explore mapping and represent with models. Create own maps of familiar places and story situations.	Deepen understanding. Patterns and relationships. Consolidation
Understanding the world People, Culture and Communities				<u>Geography Unit - Exploring Countries</u> To explore some similarities and differences between life in this country and life in other countries. To draw on our knowledge through stories, non-fiction texts and maps. Focusing on countries within Africa. <u>By the end of this unit</u> Children will be able to talk about a difference and a similarity between our country and Africa.	
Understanding the World – The Natural World	<u>Science Unit- Lifecycles</u> To explore the life cycle of a butterfly Linked text-A Butterfly is patient – Dianna Hutts Aston <u>By the end of this unit</u> children will be able to understand and talk about the life cycle of a butterfly and the key parts of the cycle. Focused learning - exploring the seasons Spring and Summer. <u>By the end of this focused learning,</u> children will know: about different types of weather that occurs in our local area in Spring and Summer. Children will know how weather can be different and we need to be				<u>Focused learning</u> – caring for animals. To explore different animal habitats. <u>By the end of this focused learning</u> Children will be able to talk about different animals which may include pets, and different ways that they can care for them. Children will be able to talk about some different animal homes.

	prepared. Children will know what happens to the wildlife during the season. Children will be able to identify the signs of the 2 seasons and talk about the comparisons and similarities between the 2.				
Understanding the World Past and Present			History- Lighthouse Unit Children will explore Lighthouses and their purpose. Children will explore how important lighthouses were in the past, what they were used for, how they worked and the people who lived inside them. Children to make comparisons to lighthouse today and the fact that many are no longer ‘working’ lighthouses and why. What are the main elements of a lighthouse design and why is it built in this way? What kind of things does a lighthouse need to withstand? What colours are used for lighthouses and why might these colours have been chosen <u>By the end of this unit,</u> children will understand that in the past lighthouses were used to warn mariners and sailors or dangerous, rocky and shallow coasts. They will know that a fire used to be lit inside the lighthouse by the lighthouse keeper. They will know that the lighthouse keeper used to live inside the lighthouse. They will understand that many lighthouses still exist today, but that they are not ‘working’ lighthouses because boats and ships use different equipment now.		
Expressive Art and Design - Creating with Materials Being Imaginative and Expressive	<u>Art - Drawing / Printing Butterfly pictures</u> Artist: Lucy Arnold Linked text Waiting for Wings – Lois Ehler Draw minibeasts including butterflies <u>By the end of this unit,</u> children will be able to draw by holding a		<u>Music Unit</u> Improvisation using voices, and instruments, e.g. clap a simple pattern and children to repeat. Use beaters to play chime bars, triangles, tambourine. Riff-based composition. Share and perform the learning that has taken place.	<u>Art Unit</u> - Drawing & collage Design and create a 3d African landscape, using different textures and fixing strategies. Artist: Isabel Le Roux Linked text The Hunter, Paul Geraghty <u>By the end of this unit,</u> children will be able to use the technique of a ‘wash’ when using paints, to draw	<u>Art - Drawing unit</u> Artist: Vincent Van Gogh Draw self-portraits from looking at a photograph and to use pastels / chalks. <u>Music Unit-</u> Listen and Appraise.

	<p>variety of different drawing tools, using both gross and fine motor skills, be able to use drawing tools to make marks, lines and curves. To be able to draw accurate representations of people and objects and able to reflect on their own and other's work to both acquire and apply knowledge to inform progress.</p> <p>Music Unit - Learning and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments, e.g. body parts – clapping, tapping your feet, stamping your feet, exploring volume – loud and quiet Learning to sing Big Bear Funk and revisiting others</p> <p>By the end of this unit, children will be able to listen carefully to rhymes and songs, paying attention to how they sound. Children will learn and be able to sing a range of well-known rhymes, poems and songs and combine different movements with ease and fluency. Children will sing in a group or on their own, creating their own performances. Children will be able to increasingly match the pitch and follow the melody.</p>		<p>By the end of this unit, children will be able to listen carefully to rhymes and songs, paying attention to how they sound. Children will learn and be able to sing a range of well-known rhymes, poems and songs and combine different movements with ease and fluency. Children will sing in a group or on their own, creating their own performances. Children will be able to increasingly match the pitch and follow the melody.</p>	<p>real life objects using previously taught drawing skills, to use the skill layering of materials to create texture.</p>	<p>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.</p> <p>By the end of this unit, children will be able to listen carefully to rhymes and songs, paying attention to how they sound. Children will learn and be able to sing a range of well-known rhymes, poems and songs and combine different movements with ease and fluency. Children will sing in a group or on their own, creating their own performances. Children will be able to increasingly match the pitch and follow the melody.</p>
Computing	<p>Digital Literacy Children will become aware of computing vocabulary to identify each part of a computer and complete an activity to label the different components.</p>				
Forest School Activities	<p><u>Summer Themes</u> Exploring the current season within the forest environment. Walking with minibeasts - to explore with a magnifier or microscope. Structure, pattern, colour and texture can all be examined and recorded using pencils, paint or pastels. Worm's Eye View – to consider minibeasts within our forest, how do they explore and what do they see? Chdn to be a minibeast/move and explore the forest as a minibeast. Construct bird feeders and hang them around our forest. Building bridges for the goats to get across. Constructing areas from around the world in the forest Make rain gauges and collect rain. To monitor and record the rainfall over the term. Making prints of natural objects collected, using paint or inks. Cut up the prints to provide material to use for creating images based on woodland themes such as mythical creatures, strange insects, magical trees, mysterious plants or strange landscapes. Collect natural resources from the forest floor and create a collage of our own faces. Den building – in an African jungle.</p>				

PSED	<p><u>Community Project Unit</u> The children will be raising money to donate to the 'Rainbow Ward' at Wigan Infirmary. With their donation, the children will create a card which they can all sign. Rainbow Ward Hospital Staff to come in and speak to the children. <u>By the end of this unit</u> children will understand the importance of working and giving back to the community and understand the importance of the Rainbow Ward.</p>	<p><u>Healthy Me Unit</u> The children will explore many different aspects about being healthy, what it means to be healthy and the importance of being healthy. <u>By the end of this unit</u> children will; understand the importance of handwashing. that dental health is an important part of their daily hygiene routine, to know how and why we need to keep our bodies clean, to recognise healthy and unhealthy food choices. know that sleep contributes to being healthy and know the importance of exercise.</p>
Physical development PE lessons	<p><u>Fundamental Movement Skills - Jack and the Beanstalk</u> Can the children follow the story of Jack and The Beanstalk whilst throwing, jumping, climbing and balancing? <u>By the end of this unit</u> children will experiment with different ways of moving, will be able to move with control and coordination, be able to use a range of small and large equipment and to jump and land safely.</p> <p><u>Fundamental Movement Skills Superworm</u> Can the children pretend to be Superworm and copy his actions? <u>By the end of this unit</u> children will be able to perform the basic skill of jumping, to travel in a variety of different ways low to the ground, catch a large ball, pull themselves up on climbing equipment and to climb with confidence.</p>	<p><u>Fundamental Movement Skills -Rosie's Walk</u> Can the children explore different ways of travelling whilst going on a walk? <u>By the end of this unit</u> children will be able to jump and land appropriately, will experiment with different ways of travelling, shuffling, running, jumping, skipping, sliding and hopping. Children will explore different ways of travelling on hands and feet.</p> <p><u>Fundamental Movement Skills Sports Day Practise</u> <u>By the end of this unit</u> children will be revise; jumping for a distance, revise hopping on both feet, underarm throwing for a distance, hopping on both feet, catching with increasing accuracy and climbing with confidence.</p>
RE / Cultural study	<p><u>Special Places Unit</u> What is special about our world? In this unit children will be encouraged to experience the natural world and explain why it is special. They will learn that many religious people believe that the world was created and designed by God. They will be introduced to the Jewish/Christian story of the creation in Genesis (Torah/Old Testament) and also stories from Islam focussing on care for Allah's creation. <u>By the end of this unit</u> children will 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. Children can talk about the wonders of the natural world and express ideas about how to care for animals and plants. They can retell stories to explain Christian and Muslim ideas about Creation and the natural world and talk about ways in which people can harm the natural world as well as ways in which people can look after the natural world.</p>	