Cambridge Road Community Primary and Nursery School

Reception Long Term Plan

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic | Marvellous Me /Once upon a time | Celebrations | Transport | Off on an adventure | Animals | Superheroes |
| Literacy | The Gingerbread Man  **Outcome**  Oral retelling of story  Draw images and write labels to represent the story  • Spell words by identifying the sounds and then writing the sound with letter/s  • Form lower-case letters correctly  • Read individual letters by saying the sounds for them  • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences | I’m going to eat this ant  **Outcome**  A list of food items for another animal  • Spell words by identifying the sounds and then writing the sound with letter/s  • Form lower-case letters correctly  • Re-read what they have written to check that it makes sense  • Read individual letters by saying the sounds for them  • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences  • Read a few common exception words matched to the school’s phonic programme | Naughty Bus  **Outcome**  Recount of where the Naughty Bus has been  • Form lower-case letters correctly  • Write short sentences with words with known sound-letter correspondences  • Spell words by identifying the sounds and then writing the sound with letter/s  • Re-read what they have written to check that it makes sense  ● Blend sounds into words, so that they can read short words made up of known  letter– sound correspondences  ● Read some letter groups that each represent one sound and say sounds for  them  ● Read simple phrases and sentences made up of words with known letter–sound  correspondences and, where necessary, a few exception words.  ● Read a few common exception words matched to the school’s phonic programme | The Journey Home  **Outcome**  Retell/rewrite of the story  • Form lower-case and some  capital letters correctly  • Write short sentences with words with known sound-letter correspondences  • Re-read what they have written to check that it makes sense.  • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where  necessary, a few exception words.  • Read some letter groups that each represent one sound and say sounds  for them  • Read a few common exception words matched to the school’s phonic programme | The Whale who wanted more  **Outcome**  Rewrite of the story  • Form lower-case and capital letters correctly  • Write short sentences with words with known sound-letter correspondences using a capital letter and full stop  • Re-read what they have written to check that it makes sense  • Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words  • Read a few common exception words matched to the school’s phonic programme  • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment | Supertato  **Outcome**  Rewrite of the story  • Form lower-case and capital letters correctly  • Spell words by identifying the sounds and then writing the sound with letters  • Write short sentences with words with known sound-letter correspondences  using a capital letter and full stop  • Re-read what they have written to check that it makes sense  • Read simple phrases and sentences made up of words with known letter–  sound correspondences and, where necessary, a few exception words  • Read a few common exception words matched to the school’s phonic  programme |
| Literacy- Poetry |  |  |  |  |  |  |
| Other related texts | My First day at school  Harry and the Dinosaurs go to school  First day at bug school  Jack and the beanstalk  Goldilocks and the three bears  The three billy goats gruff  Jack and the beanstalk  The three little pigs  The hungry caterpillar  Brown bear Brown bear what do you see  Its okay to be different  Something else  Shhh  Rosie’s walk  The Smartest giant in town  The scarecrows Wedding  A Great Big Cuddle  Biscuit Bear | Whatever next  Owl Babies  Goodnight moon  Room on the broom  A squash and a squeeze  The disgusting sandwich  Flashlight  A letter to Father Christmas  The return of Sproutzilla  The Nativity play  Snowball  Guess who’s in the trees/grass/sand  Hey, Little Bug: Poems for Little Creatures by James Carter  Mad About Minibeasts! by Giles Andreae & David Wajtowycz  Additional text:  Bugs A-Z by Caroline Lawton | Mr Grumpy’s Outing  Mrs Armitage on wheels  Stickman  On the road with Mavis and Marge  You can’t take an elephant on the Bus  The train ride  Step Back in Time: A Poetry Anthology collated by The Literacy Company  When Daddy Fell into the Pond by Alfred Noyes  Additional poem:  I promise I’ll be careful! by The Literacy Company | Handa’s Surprise  The Gruffalo  On the way home  We’re going on a bear hunt  Mr Impossible and the Easter Egg Hunt  A Great Big Cuddle  Home  The Way Back Home  I Am the Seed that Grew the Tree: A Nature Poem for Every Day of the Year  edited by Fiona Waters  Additional texts:  Rosie’s Walk by Pat Hutchins  Wriggle and Roar by Julia Donaldson  Farmer Duck by Martin Waddell | The Rainbow Fish  A House for Hermit  Commotion in the Ocean  Six dinner Sid  Farmer Duck  Dear Zoo  Look out ladybird  The Barefoot Book of Earth Poems compiled by Judith Nicholls | Super Daisy  Superworm  Ten Little Super Heroes  How to save a Superhero  Even Superheroes have a Bad Day  Super Duck  The Gigantic Turnip  The Puffin Book of Fantastic First Poems edited by June Crebbin  Additional poems and texts:  Eat Your Peas, Louise! by Pegeen Snow  Say Please from Don’t Put Mustard in the Custard by Michael Rosen  Eat Your Peas by Kes Gray and Nick Sharratt |
| Mathematics | Counting to 1, 2 & 3  Counting to 4  Counting to 5  Comparing quantities of identical objects  Comparing quantities of non-identical objects | 3d shapes  2d shapes  One more  One less  Introducing the part whole model  Spatial awareness | Counting to 6, 7 and 8  Counting to 9 and 10  Comparing groups up to 10  Combining to groups to make a whole  Length, Height and Distance  Weight | Using a ten frame  The part whole model to 10  Subtraction  Making simple patterns  Exploring more complex patterns | Adding by counting on  Taking away by counting back  Counting to 20  Doubling  Halving and Sharing | Odds and Evens  Composing and decomposing shapes  Capacity  Sorting into 2 groups  Time |
| Personal, Social and Emotional Development | Build constructive and respectful relationships.  Manage their own needs. | Express their feelings and consider the feelings of others. | Identify and moderate their own feelings socially and emotionally. | See themselves as a valuable individual. | Think about the perspectives of others. | Show resilience and perseverance in the face of challenge. |
| Communication and Language | Engage in story times. | Understand how to listen carefully and why listening is important. | Describe events in some detail | Ask questions to find out more and to check they understand what has been said to them. | Articulate their ideas and thoughts in well-formed sentences. | Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. | |
| Physical Development | Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing  Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene | Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.  Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. | Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.  Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, | Progress towards a more fluent style of moving, with developing control and grace.  Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.  Know and talk about the different factors that support their overall health and wellbeing: healthy eating, | Develop overall body-strength, balance, co-ordination and agility  Know and talk about the different factors that support their overall health and wellbeing: tooth brushing, sensible amounts of ‘screen time’, | Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Know and talk about the different factors that support their overall health and wellbeing: having a good sleep routine, being a safe pedestrian |
| Understanding of the World | **All about me**  **Seasons-Autumn**  Talk about members of their immediate family and community.  Name and describe people who are familiar to them.  Draw information from a simple map.  Understand the effect of changing seasons on the natural world around them. | **Celebration**  **Halloween, Bonfire night, Divali, Christmas- The Nativity Story, Seasons-Winter**  Comment on images of familiar situations in the past.  Understand that some places are special to members of their community.  Understand the effect of changing seasons on the natural world around them. | **Transport Old/New**  **Chinese New Year** Compare and contrast characters from stories, including figures from the past.  Recognises that people have different beliefs and celebrate special times in different ways. | **Chicks/Lifecycles/Farm**  **Holi, Easter, Seasons-Spring**  Recognise some similarities and differences between life in this country and life in other countries.  Recognise some environments that are different to the one in which they live.  Draw information from a simple map.  Understand the effect of changing seasons on the natural world around them. | **Animals- Minibeasts/Zoo/Pets/Underwater**  **EID/Ramadan**  **Passover**  Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Understand that some places are special to members of their community. | **People who help us- Florence Nightingale, Materials, Seasons-Summer**  Compare and contrast characters from stories, including figures from the past.  Understand the effect of changing seasons on the natural world around them.  Recognise some environments that are different to the one in which they live. |
| Expressive Arts and Design | Explore different materials freely, in order to develop their ideas about how to use them and what to make. | Explore, use and refine a variety of artistic effects to express their ideas and feelings. | Develop storylines in their pretend play. | Return to and build on their previous learning, refining ideas and developing their ability to represent them. | Explore and engage in music making and dance, performing solo or in groups. | Create collaboratively sharing ideas, resources and skills. |
| Visits and Visitors | Library | To see Santa  Pantomime | Bus Journey  Library | Church Farm/vet visitor | Library | Beach | |