



St Barnabas and St Paul's C of E Primary School Reception Long Term Plan



	Autumn 1 New Beginnings	Autumn 2 Celebrate	Spring 1 The Great Outdoors	Spring 2 Amazing Animals	Summer 1 Let's Explore	Summer 2 Let's get curious
General Themes	Starting school Friendships Who am I and who is my family?	Personal goals What am I good at? At the Panto Nativity	Seasons Weather Plants Planting seeds Looking after our planet	Farm Animals and life cycles Visit to the farm Night and Day animals Habitats Mini beasts	Where is my school? Around my school (map work and treasure hunts) Where in the country have you been? Where in the world? (climates and comparisons) How do I get there? (Maps, location, distance, planning a journey)	Talk about similarities and differences Understand past tense in familiar situations Work collaboratively to problem-solve Explain findings and share opinions
Focus Quality Texts Talk Through Stories	Owl Babies Rainbow Fish Five minutes Peace	Room on the Broom Aliens Love Underpants Stickman Christmas Story / Nativity	Where The Wild Things Are Supertato Extraordinary Gardener	Can't you sleep Little Bear Farmer Duck Zog	Gigantosaurus Burglar Bill Handa's Hen	Ruby's worry The Scarecrow's Wedding Dogger

	Possible additional texts:	Possible additional texts:	Possible additional texts:	Possible additional texts:	Possible additional texts:	Possible additional texts:
	The Colour Monster The Big Book of Families Starting School Rhinocorn Frocodile	Goldilocks Three Little Pigs Three Billy Goats Gruff The Pirates are Coming!	Jack and the Beanstalk What A Waste: Rubbish, Recycling, and Protecting our Planet (Non-Fiction) The growing up story A Tree Grows Up – National Geographic (Non-Fiction)	What the Ladybird Heard Night and Day (Non-Fiction) Creepy crawlies – (Non-Fiction) The Very Hungry Caterpillar Tiger that Came to Tea The Gruffalo	The Train Ride Transportation Then and Now (Non-Fiction) Mr. Gumpy's Outing Handa's Surprise Welcome to Our World: A Celebration of Children Everywhere! (Non-Fiction) Children's Picture Atlas – Usborne (Non-Fiction)	Noah's Boat The Lighthouse keepers' lunch Winnie at the Seaside Under the Ocean Pop-up book (Non-Fiction) The Snail and the Whale



St Barnabas and St Paul's C of E Primary School Reception Long Term Plan



Supporting Songs, Rhymes and poems.	Heads shoulders knees and toes I can Sing a Rainbow 1,2,3,4,5 Once I caught a fish alive I am the Music Man Tommy Thumb Happy and you know it.	Twinkle Twinkle Little Star Three Little Pigs song Humpty Dumpty Jack and Jill Hickory Dickory Dock Five Currant Buns Wind the bobbin up 5 Little Peas	The Gruffalo Song We're going to the Zoo, Zoo Old MacDonald has a Farm The Animal Fair Little Bo Beep 5 Little Ducks Mary had a Little Lamb Baa Baa Black sheep Farmers in the Den 3 Blind Mice 5 little speckled frogs Five Little Men in a Flying Saucer	Incy Wincy Spider The seasons song Hop on the Train! Rain, Rain go away There's a worm at the bottom of the garden Teddy Bears Picnic 10 little numbers	10 green bottles The wheels on the bus Pat-a-cake London Bridge London's Burning Go Go Go! How we get around poem by K Clarke	The Big Ship Sails on the Ally Ally Oh! A Sailor went to sea I do like to be beside the seaside Row, Row, Row your boat Seaside Poems
--	---	---	---	---	--	---



St Barnabas and St Paul's C of E Primary School Reception Long Term Plan



Over Arching Principles

Characteristics of Effective Learning

Playing and exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	I Am Special. Harvest – Saying thank you to God at Harvest time. Understanding Christianity F1 God/Creation: Why is the word 'God' so important to Christians?	Christmas – How do we celebrate Jesus' Birthday? Understanding Christianity F2 Incarnation: Why do Christians perform Nativity plays at Christmas? Non-Christian Faith Unit – Hinduism / Diwali.	Special People. Why do Christians believe Jesus is special? Non-Christian Faith Unit. Sikhism: Guru Nanak 1 hour. Buddhism: Buddha 1 hour.	Easter. Why do Christians believe Easter is all about love? Why do Christians put a cross in an Easter garden?	Special Places. What makes a place special/holy? Non-Christian Faith Unit. Islam: Mosque.	Prayer – What is prayer? Non-Christian Faith Unit. Islam / Prayer mats. Judaism / Mezuzah.

Weekly P.E Lessons (Red units to focus on these skills during outdoor CP)	Fundamentals: Unit 1	Ball Skills: Unit 1	Fundamentals: Unit 2	Ball Skills: Unit 2	Games: Unit 1	Games: Unit 2
	Introduction to PE: Unit 1	Introduction to PE: Unit 2	Dance: Unit 1	Gymnastics: Unit 1	Dance: Unit 2	Gymnastic: Unit 2
Gross motor: Outdoor Continuous Provision Focus	*Baseline Assessment – 5 fundamental skills: skip, hop, jump, run, throw and catch. Finding space. Cooperation games i.e. parachute games. Climbing – outdoor equipment (use of alternate feet). Different ways of moving to be explored with children (negotiate space). Help individual children to develop good personal hygiene such as hand washing and toileting.	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area. Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers.	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music. Gymnastics/ Balance.	Balance- children moving with confidence. Dance related activities. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities - children moving over, under, through and around equipment. Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music.	Races / team games involving gross motor movements. Dance related activities. Gymnastics / Balance. *Assess – 5 fundamental skills: skip, hop, jump, run, throw and catch.

Area of Learning: Communication and Language					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
- I am beginning to learn the skills in order to listen - I can share my ideas verbally - I can answer a question	- I can apply my listening skills to sit for story - I can comment on a theme that I have listened to - I can participate in partner talk guided by an adult	- I am beginning to show my listening skills by commenting appropriately - I know what a question is - I can start a conversation with an adult or a friend.	- I can listen during discussions and begin to ask questions. - I can listen during discussions and begin to ask questions. - I can turn take between speaking and listening	- I can speak with a relevant response to what I have heard - I ask questions to make sure I have understood what I have heard - I can hold a conversation and use Oracy skills.	- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. - Make comments about what they have heard and ask questions to clarify their understanding. - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
I can share my idea on a 1-1 with an adult	I am confident to articulate my ideas in a	I am confident to articulate	I am confident to articulate my ideas in a	I am confident to articulate my ideas in	Participate in small group, class and one-to-one

- I can repeat new vocabulary when spoken by an adult - I know what is being read to me. - I can communicate meaning.	small group with some teacher prompts - I can finish a sentence stem with new vocabulary - I can explain what is happening in what has been read to me - I can speak a simple sentence.	my ideas in a small group - I am beginning to use new vocabulary within teacher led sessions - I can use the word because to answer a why question with adult support - I am beginning to speak with the correct tense.	whole class with some visual aids - I am beginning to use new vocabulary in independent play - I can answer why questions - I can use the conjunction 'because' and 'and' using provided sentence stems.	whole class situations - I can use new vocabulary in the correct context - I can answer why questions with recently introduced vocabulary - I can talk about an event using a full sentence which is grammatically correct.	discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
---	--	--	---	--	--



St Barnabas and St Paul's C of E Primary School Reception Long Term Plan



Early Learning Goal:

Listening, Attention and Understanding - Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking - Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Area of Learning: Personal, Social and Emotional					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
- I can talk about feelings using words like happy and sad. - I can seek support from an adult when I have different feelings. - I try my best in my learning. - I can stop when asked for a short duration. - I am beginning to show listening skills and attention.	- I can talk about my feelings using increasing vocabulary such as words like angry, worried and excited. - I can calm myself with an adult when I become dis-regulated. - I can say what I am good at and what I could get better at. - I can wait for an adult's attention. - I can listen, give attention and follow an	- I can understand gradually how others might be feeling. - I can calm myself using taught strategies when I am dysregulated. - I know what a 'goal' is and begin to practice for this. - I am beginning to wait my turn in social situations with adult support. - I can listen and follow a one-step instruction.	- I can express my feelings and consider the feelings of others. - I can regulate my behaviour in the classroom setting. - I can work towards a goal/target. - I am beginning to wait my turn in social situations independently. - I can listen attentively and follow a two-step instruction/action.	- I can identify and moderate my feelings socially and emotionally. - I can regulate my behaviour in different situations e.g. trips. - I can set my own goals to work towards and wait patiently. - I can wait my turn in social situations. - I can listen attentively and follow instructions involving several ideas.	- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when

	instruction with support.				engaged in an activity, and show an ability to follow instructions involving several ideas or actions.
- I can follow a model. - I can say when I have made a mistake. - I am confident to try. - I can name some of our school rules. - I know what a rule is. - I can toilet myself and wash my hands.	- I can copy a modelled activity from an adult (MTYT). - I know it is okay to make a mistake. - I can try my best with praise and support. - I can talk about our school rules and what would happen if we didn't have them.	- I can independently choose activities. - I am beginning to try again when I have made a mistake. - I will keep going even if I find something hard with adult support. - I know why we have school rules and follow them with support.	- I can independently complete a task. - I am more willing to try again when I have made a mistake. - I will keep going even if I find something hard. - I know rules are important and can follow the school rules. - I understand that I need to exercise to keep my body healthy.	- I can show independence in different situations. - I independently make mistakes and find my own solutions. - I try new things even if I think they are difficult. - I can explain the reasons for rules and adhere to them.	- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including

I can put on my coat independently.	- I can toilet myself and wash my hands correctly. - I can use a zip independently	I can manage my personal needs and begin to talk about how to keep healthy (inc. teeth).		- I know the importance of healthy food choices. - I can name which foods are healthy and not healthy.	dressing, going to the toilet and understanding the importance of healthy food choices.
- I can play alongside others. - I can leave my primary caregiver to enter school. - I join my friends. - I know I have needs and can voice them.	- I can wait for my turn with support and modelling. - I am beginning to seek out others to play with. - I know and name which adults will support me. - I can name my friends.	- I am beginning to turn take independently. - I can work in a group with support. - I know how to ask for help when I need it. - I can seek out friends to spend time with in the classroom. - I am beginning to see how my actions can	- I can take turns in independent play. - I can listen to and follow the ideas of others in play. - I can seek comfort from the adults who work with me. - I can seek out friends to spend time in different situations. - I understand feelings can be affected by actions.	- I am beginning to work and play cooperatively without adult support. - I like to spend time with adults who support me. - I like spending time with my chosen friends. - I can change my actions to help others.	- Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and to others' needs.



St Barnabas and St Paul's C of E Primary School Reception Long Term Plan



	• I can turn to a partner and talk to them. • I know others have needs that might be different to mine.	change how others feel.			
--	---	-------------------------	--	--	--

Early Learning Goal:

Self-Regulation ELG Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self ELG Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.

Building Relationships ELG Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Area of Learning: Physical Development					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
- I know what a space is. - I can move forwards, backwards, left and right. - I can show core strength skills when moving. - I can use core muscles to sit at a table or on the floor. - I can copy over or under a model. - I can move by running and jumping after being modelled by an adult. - I can go upstairs using two feet per step.	- I can find and get into a space. - I can change direction when travelling. - I am beginning to balance on one foot and show some co-ordination. - I am beginning to throw, catch and kick with some accuracy. - I can hop, and skip after modelled by an adult. - I can go upstairs using alternate feet.	- I can avoid obstacles and others when travelling into a space. - I can explore travelling in different ways. - I am beginning to balance on apparatus (inc. bikes). - I can show some hand-eye co-ordination. - I can catch, throw and kick a large ball. - I am developing competence	- I can travel around obstacles and others to find space. - I can travel in a range of ways around obstacles. - I can balance on apparatus (inc. bikes) - I can accurately use hand-eye co-ordination. - I am beginning to catch, throw and kick with a range of equipment - I have developed my skills in running, jumping, hopping and skipping. - I can confidently climb up	- I can negotiate space safely and with consideration for myself and others. - I can balance and move on apparatus - I can accurately use hand-eye co-ordination with a range of equipment - I can travel in different ways, such as running, jumping, dancing,	- Negotiate space and obstacles safely, with consideration for themselves and others. - Demonstrate strength, balance and coordination when playing. - Move energetically, such as running, jumping, dancing,

		in running, jumping, hopping and skipping. I can begin to climb up apparatus.	apparatus using alternative feet and hand	hopping, skipping and climbing.	hopping, skipping and climbing.
- I can use a comfortable grip to mark make - I can explore one-handed tools e.g. making snips in paper with scissors. - I can make marks	- I can use a four finger grip to hold a pencil - I can handle tools and construct with increasing control. - I can make marks to represent meaning	- I am beginning to hold my pencil in a tripod grip with a teacher model - I can hold small tools more accurately - I can use lines to make shapes - I can cross my mid-line	- I can sometimes use a tripod grip independently - I can use a range of tools with control. - I can draw real life observations of what I can see	- I can use a tripod grip independently most of the time - I can use a range of tools with control and for the correct purpose - I can draw something someone else can name	- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. - Use a range of small tools, including scissors, paintbrushes and cutlery. - Begin to show accuracy and care when drawing.



St Barnabas and St Paul's C of E Primary School Reception Long Term Plan



Early Learning Goal:

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

Handwriting Progression Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pencil grip	Gross motor whole class teaching Fine motor whole class teaching Posture at a table on a chair Teach and model tripod grip	Gross motor whole class teaching Fine motor whole class teaching Posture at a table on a chair Teach and model tripod grip	Gross motor interventions Fine motor Teach and model tripod grip intervention	Gross motor interventions Fine motor Teach and model tripod grip intervention	Fine motor interventions Teach and model tripod grip intervention	Fine motor interventions Teach and model tripod grip intervention
EYFS	Introduction to handwriting – Tracing patterns Explicitly teach handwriting lines within the handwriting books – top red, bottom red, top grey, bottom grey Explicitly teach up, down, round and back	c o a g q d i l t k j Teach – circle, horizontal and vertical	v w u y f e s x z r n m h p b Teach diagonal and a cross	Upper case letter formation	Revisit all	Form all letters correctly Independent application Thursday – dictate a sentence Friday – hold a sentence

Literacy					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
- I can name characters from a story. - I can use repeated phrases from a quality text. - I can name at least two vocabulary words taught. - I can read single-letter Set 1 sounds (first 16). - I am beginning to orally blend	- I can say how a story ends. - I can talk about what is happening in a story picture. - I can learn 3 new words from a quality text. - I can read all Set 1 single letter sounds. I can blend sounds into	- I can say what might happen next. - I can talk about a story in my own words. - I can learn 5 new words from a quality text. - I can blend sounds to read words. - I can read short ditty stories - I can read 1 common exception words	- I can predict what might happen next in a story. - I can retell a story in order using some pre-taught vocabulary. - I can use some recently taught vocabulary in different contexts including role-play. - I can read set 1 special friends (10 diagraphs) - I can read simple phrases and sentences made up of words with known letter-sound	- I can anticipate key events in stories. - I can retell stories and narratives using my own words and recently introduced vocabulary. - I can use recently introduced vocabulary during discussions about stories, poems, non-fiction, rhymes. - I can read words consistent with my phonic knowledge by sound-blending (4 double consonants) - I can read aloud simple sentences and books. (green) - I can read 5 common exception words	- Anticipate – where appropriate – key events in stories. - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending.

with adult support.	words orally.	(appropriate to book level).	correspondences (red story books). I can read 3 common exception words (appropriate to book level).	(appropriate to book level).	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- I am able to give meaning to the marks I make. - I can produce some recognisable letters. - I can write some or all of my name.	- I can write single letters which represent meaning. - I can write my name. - I can attempt to write words or statements and tell you what it 'says'.	- I can use some identifiable letters to communicate meaning. - I can hear and write sounds in simple words. - I can use my phonic knowledge to write words in ways that match my spoken sounds. - I can spell some words correctly and others that are phonetically plausible.	- I can form most lower-case - I can write CVC words - I can leave spaces between words (with teacher support). - I can spell CVC words by identifying the sounds in them.	- I can form recognisable lower- case letters and some upper-case letters - I can write short sentences. - I can spell words by identifying the sounds including diagraphs in them.	- Write recognisable letters most of which are correctly formed. - Write simple phrases and sentences that can be read by others. - Spell words by identifying sounds in them and representing the sounds with a letter or letters



Early Learning Goal:

Literacy: Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Literacy:

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Literacy: Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Area of Learning Mathematics					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
- I can verbally count to 3 - I can recognise numerals to 3. - I can count using 1:1 correspondence to 3. - To begin to subitise.	- I can verbally count to 5 - I can recognise numerals to 5. - I can count using 1:1 correspondence to 5 - I can subitise to 3 - I can identify the composition of numbers to 3.	- I can verbally count to 8 - I can recognise numerals to 8. - I can count using 1:1 correspondence to 8 - I can subitise numbers to 5 - I can identify the composition of numbers to 5.	- I can verbally count to 10 - I can recognise numerals to 10 - I can count using 1:1 correspondence to 10 - I can subitise numbers to 5 and a bit - I can identify the composition of numbers to 8. - I can automatically recall number bonds up to 5 (including subtraction facts).	- I am beginning to count to 15 and beyond orally. - I can subitise up to 5 and a bit. - I can identify the composition of numbers to 10. - I begin to recall number bonds up to 10 (including subtraction facts). - I can identify doubles up to double 5. - I can compare quantities up to 10, recognising when	- Verbally count beyond 20, recognising the pattern of the counting system. - Subitise (recognise quantities without counting) up to 5. - Have a deep understanding of number to 10, including the composition of each number. - Automatically recall (without reference to rhymes, counting or other aids) some number bonds to 10, including double facts.

I can say when a set has more, fewer or the same number of items.	I can compare quantities up to 3: greater than, less than, same, equal to	- I can compare quantities up to 5: greater than, less than, same, equal to - I can identify when two groups have an equal amount	- I can identify doubles up to double 3. - I can compare quantities up to 8: greater than, less than, same, equal to - I can identify even and odd numbers up to 5 - I can share a group of objects into two equal groups	one quantity is greater than, less than or the same as the other quantity. - I can identify even and odd numbers up to 10 - I understand that even amounts (numbers) can be distributed equally	- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. - Explore and represent patterns within numbers up to 10, including: -evens and odds -how quantities can be distributed equally
- I can sort objects by size, mass and capacity - I can explore simple patterns - Copy and continue simple patterns	- I can identify and name 2D shapes circles, squares and triangles - I can find 2D shapes circles, triangles and squares in	- I can compare mass and capacity - I can find objects that balance - I can explore length and height - I can compare length and height	- I can identify and name 3D shapes - I can find 2D shapes within 3D shapes - I can find 3D shapes in the environment	I can select, rotate and manipulate shapes in order to develop spatial reasoning	- I can explore repeating patterns - I can explore and create pattern rules - I can describe positions using words like in front and behind - I can describe a familiar route of map



St Barnabas and St Paul's C of E Primary School Reception Long Term Plan



	the environment I can identify day and night				
--	--	--	--	--	--

Early Learning Goal:

ELG: Number Children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE: I can recognise a special time with my family. (Questful RE)	I understand what is special about me and share my own experiences.	I understand that we are all unique and may celebrate different events.	I can talk about my own religion	I compare my religion to another religion	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.
History: I can talk about myself and my immediate family. (PSHE units)	I can talk about my extended family members (ATT – Activity 1 revisit understanding generations)	I can talk about the people in my school (PSHE units)	I have been exposed to people who do different jobs	I can talk about jobs and meet people who do different roles (ATT – Activity 3)	Talk about the lives of the people around them and their roles in society.
Know and understand that their own family timeline e.g. Grandparents are older than parents. (ATT – Activity 1)	I can talk about an event from today. (Daily interaction)	I can talk about a recent event in the past (ATT – Activity 2)	I can recognise similarities and differences from the past– how I have changed? Baby – Now (PITP – Activity 1 – starter Guess Who board. Activity 3)	I can recognise similarities and differences from the past–non-fiction. (PITP – Activity 5)	Know some similarities and differences between things in the past and now, drawing on their

I understand and use the key phrases - in the past/ a long time ago/once upon a time (Traditional Tales)	I can talk about the events in a story that has happened a long time ago and recognise differences between now and then e.g. nativity/ Remembrance PITP Optional unit. Book link – Where the poppies now grow	I can talk about how a character has changed through a story e.g. the hungry caterpillar (Story time)	I know differences and similarities between the settings in stories set in the past and now (Gigantosaurus – Oracy session to compare when dinosaurs existed/Talk Through Stories)		experiences and what has been read in class.
Geography: I can talk about and describe my classroom. (EM – Activity 2)	I can talk about and describe my school. (EM – Activity 2 - revisit)	I can talk about and describe my home. (EM – Activity 3)	I can talk and describe something significant in my local area. (St Luke's church – linked to Easter time)	I can use a simple map and non-fiction books to support my learning. (EM – Activity 5)	Understand the past through settings, characters and events encountered in books read in class and storytelling (Talk through stories/story time).
I know where I live and can talk about key features. (OA – Activity 2, Local walk)	I can talk about key features of life in other countries and	I can identify a different country in a	I know that countries we talk about are in a		Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences

Science: I am beginning to explore using my senses with adult support. (OA – Activity 1) I can observe what I can see and record using appropriate colours/ features. (OBP – Lesson 4 x2 sessions) Book – Extraordinary gardener	how it differs from here. (ATW – Activity 1) I can describe what I can see, hear and feel about the world around me. (OA – Activity 4) I can compare familiar places looking at similarities and differences. *Blackburn town VS Witton Park	story that has been read to me (Handa's Hen – Talk Through Stories) I can observe plants and animals and talk about some of their features. (OBP – Lesson 2) I can identify a different environment in a story that has been read to me (Talk Through Stories – Where the Wild Things Are, Farmer Duck)	different place on a map (ATW – Activity 4) I can draw things in my environment.	between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on
--	---	--	--	--

I can name and describe simple features of each seasons. (CS – Lesson 1)	I can describe changes over time e.g.- growth / decay / weather patterns / life cycles (CS – Lesson 2)	I can describe melting and freezing (IAAS – Lesson 4)	I can name different types of materials. (DT units)		their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Early Learning Goal: Understanding the World: Past and present • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. Understanding the World: People, Culture and Communities • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class					



St Barnabas and St Paul's C of E Primary School Reception Long Term Plan



- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.

Understanding the World:

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Area of Learning: Expressive Arts and Design					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Teach Art units - MM - Explore colour with a range of materials and different media (such as coloured pencils, pastels, chalk, paint brushes. (Art – MM) - Begin to use tools for a specific purpose with adult support including how to use tools safely. - Begin to use marks to represent meaning.	Teach DT units JM/artist week - Name and select primary colours from a range of materials/media. - Start to match tools to purpose such as glue to stick. (DT – JM) - Begin to understand that tools need to be used safely such as scissors, clay tools. (DT – JM) - Be able to use enclosed lines to create shapes. - Begin to describe a texture using language such as	Teach Art units – S3D - Explore mixing colour and begin to see changes. (CP) - Begin to select tools for an intended purpose. - Safely use tools in a familiar situation. - Begin to represent objects and drawings using appropriate shapes (in a range of media).	Teach DT units BM/artist week - Use colour appropriately with justifications of selection. (ART- PMW) - Independently select tools for a purpose. - Begin to consider safety when using a range of tools across the curriculum (inc. CP). - Plan and practise designs for a purpose prior to evaluating and changing	Teach Art units – PMW - Use colour to create designs and selection based on artistic needs/themes. - Independently select tools for a purpose including justification and or preference for the specific purpose. - Independently risk take and use safety measures learnt across the curriculum. (CP) - Add colour, texture and form to their own creations/designs. (CP)	- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used. - Create collaboratively, sharing ideas, resources and skill.

- Explore and feel a range of textures, showing preference. (CP) - Follow instructions for a specific design or technique. (CP) - I can make an end product alongside a partner with adult support, sharing resources. (CP)	smooth, rough, hard, soft etc). (CP) - I can say what I have made. (DT – JM) - I can begin to turn-take and work with others without adult support, sharing appropriately. (DT – JM)	- Begin to use texture in own creations with adult support. - I can say what I have made and what I like about it. - I can say what I think to others, take turns to select resources and exploring skills taught. (adult prompts and sentence stems). (CP)	in order to improve. - Independently select which texture they would like to use. (CP) - I can talk about my design including what I did in order to make it. - I have shared an idea, listened to others ideas and beginning to negotiate. I can use skills taught when creating collaboratively. (CP)	- Add texture safely using a range of tools and techniques such as collage, sand in paint. - Can say what I have made and how I could improve it (begin to evaluate). - I can work alongside others and consider other people's view-points in order to improve our creation using the skills needed. (CP)	
Teach Music Units – TSA Lesson 1	Music unit – RRRYB Lessons 1 and 2	Music unit – SMSO Lesson 1	Music unit – UAD Lesson 1, 2 and 3.	Music unit – IOSQ Lesson 1	Sing a range of well-known

- Listen to a range of nursery rhymes. (CP) - Listen to stories and poems told by adults. (Story-time) - I can move my body in a range of ways when I hear music (inc. action songs)	- I am beginning to have preferences for rhymes and begin to join in alongside peers. - I can retell stories through play and begin to join in with repeated phrases during story time (stories and poems). - Listen to music and begin to move appropriately with regards to tempo.	- I can sing-along with a familiar nursery rhyme with adult support (actions if needed). (CP) - I can join in role-play situations in order to retell with adult support for social interactions. (CP) - I am beginning to hear the pulse of a song in order to try to move in time.	- I am beginning to have a small repertoire of nursery rhymes that I enjoy singing. (CP) - I can join in role-play situations in order to retell. (CP) - I am trying to move in time with music through action songs with adult support.	DTUTS – Lesson 3. - Sing a range of well-known nursery rhymes and songs within CP and carpet sessions. - I can retell a story, sing a song and say a familiar poem alongside peers. (CP) - I am trying to move in time with music through action songs.	nursery rhymes and songs Perform songs, rhymes, poems and stories with others, and try to move in time with music.
Listen to a range of stories read to them.	Begin to use repeated phrases through role-play or small world.	I can say what happens next and how a story ends.	I can retell a story in order and begin to share an idea of how the story may be changed.	Begin to change the narrative of a familiar story alongside peers and with adult support.	Invent, adapt and recount narratives and stories with peers and their teacher.

Listen to a range of quality texts.	Begin to identify the main characters in a familiar story.	Know the features of a character – role on wall.	Adult support – what do you need to be the witch in the story? I can select the props needed.	Independently select props and materials in order to act out a character for narrative play.	Make use of props and materials when role playing characters in narratives and stories
Early Learning Goal: Expressive Arts and Design - Creating with Materials Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. - Share their creations, explaining the process they have used. - Make use of props and materials when role-playing characters in narratives and stories. Being Imaginative and Expressive - Children at the expected level of development will: - Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs. - Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.					