



Spittal Community First School
Early Years: Reception Long term Plan

	Autumn Term 1 People Who Help Us	Autumn Term 2 Festivals and Celebrations	Spring Term 1 Terrific Toys	Spring Term 2 Seasons	Summer Term 1 Down on the Farm and Minibeasts	Summer Term 2 Water, Water Everywhere
Literacy & Communication and Language	<p>Letters and Sounds Phase 1 and 2</p> <p>Respond to simple instructions</p> <p>Use talk, actions and objects to recall and relive past experiences</p>	<p>Letters and sounds Phase 2</p> <p>Listen to stories with increasing attention and recall</p> <p>Begin to use talk to pretend in imaginary situations</p> <p>Hear and say sounds in words in the order in which they occur</p> <p>Establish L-R movement top to bottom</p> <p>Write name with appropriate upper and lower case letters</p>	<p>Letters and Sounds phase 2</p> <p>Use language for an increasing range of purposes</p> <p>Use talk instead of action to rehearse, reorder and reflect</p> <p>Use phonic knowledge to read simple rectangular words</p> <p>Say what writing says and means</p> <p>Begin to form recognisable letters</p>	<p>Letters and Sounds Phase 2 and 3</p> <p>Extend vocabulary, exploring the meaning and sounds of new words</p> <p>Make patterns in their experience through linking cause and effect, sequencing, ordering and grouping</p> <p>Use phonic knowledge to read simple regular words Sequence a simple story or event</p> <p>Use writing as a means of recording and communicating</p> <p>Show some control over size, shape, orientation in writing</p>	<p>Letters and sounds phase 3</p> <p>Interact with other , negotiating plans and activities, taking turns in conversation</p> <p>Use language to imagine and recreate roles</p> <p>Attempt to read more complex words using phonic knowledge</p> <p>Retell narratives in correct sequence drawing on language , patterns of stories</p> <p>Write own their own names and other things such as labels and captions.</p> <p>Begin to form simple sentences sometimes using punctuation (full stops)</p> <p>Hold a pencil effectively to form recognisable letters most of which are correctly formed</p>	<p>Letters and sounds Phase 3 and 4</p> <p>Speak clearly and audibly with confidence and control and show awareness of the listener</p> <p>Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Link sounds to letters, naming letters of the alphabet</p> <p>Read a range of familiar and common words and simple sentences independently</p> <p>Use phonic knowledge to write simple regular words and make phonically plausible attempts at more complex words</p> <p>Hold a pencil effectively to form recognisable letters most of which are correctly formed</p>



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<p>Mathematics</p>	<p>Recognise 1-5</p> <p>Use positional language</p> <p>Begin to understand bigger than</p> <p>Talk about shapes</p>	<p>Recognise 1-9</p> <p>Order up to 20 in practical activities and discussion</p> <p>Begin to use vocabulary involve in - / +</p> <p>Talk about recognise and recreate simple patterns</p>	<p>Recognise 1-20 and beyond</p> <p>Say and use number names in order in familiar contexts</p> <p>Use language such as more or less to compare 2 numbers</p> <p>Use developing mathematical ideas/methods to solve practical problems</p> <p>Count reliably up to 20 objects</p>	<p>Begin to relate addition to combining 2 groups of objects and subtraction to taking away</p> <p>Use developing mathematical ideas to solve practical problems</p> <p>Use language such as greater , smaller, heavier and lighter to compare quantities</p> <p>Find one more/less to 10</p>	<p>Use language such as smaller, bigger to describe the shape and size of solid and flat shapes</p> <p>Count repeated groups of the same size</p> <p>Use everyday words to describe position</p>	<p>Find one more one less to 20</p> <p>Begin to use vocabulary involved in +/-</p> <p>Use mathematical ideas to solve problems</p>
<p>Expressive Arts & Design</p>	<p>Paint a self-portrait.</p> <p>Draw/paint the person who helps you the most.</p> <p>Clapping syllables in our names and familiar objects.</p> <p>Singing familiar nursery rhymes and clapping along.</p>	<p>Firework artwork.</p> <p>Safety of Guy Fawkes.</p> <p>Christmas cards/Christmas crafts.</p> <p>Christmas performance and songs.</p> <p>Mixing colours</p>	<p>Draw and label their favourite toy from home.</p> <p>Invent a whole new toy and make a junk model toy.</p> <p>Musical instruments.</p> <p>Can we keep a beat and a rhythm? Naming musical instruments.</p>	<p>Create a drawing or a painting of a tree that shows the four different seasons.</p> <p>Songs about seasons and weather.</p> <p>Outdoors art using washable paint and chalk.</p>	<p>Hand print mini beasts.</p> <p>Sculpture of their favourite mini beast.</p> <p>Minibeast songs</p> <p>Exploring how to print with different materials.</p>	<p>Art with sand off the beach.</p> <p>Hand print animals that live in the water.</p> <p>Songs about water</p> <p>Shadow drawing outside.</p>
<p>Understanding the World</p>	<p>Discuss occupations that all involve helping people.</p> <p>Creation story.</p>	<p>Discuss family events and birthdays.</p> <p>Guy Fawkes.</p>	<p>Compare toys from now and in the past,</p> <p>Role play area: Toy factory</p>	<p>Role play: a weather station.</p> <p>Talk about weather in those seasons.</p>	<p>What animals would you find on a farm?</p> <p>Discuss baby animals.</p>	<p>What do we use water for? Is what good for you? Where do you find water? What happens to water</p>



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	<p>Harvest Festival Talk about Autumn.</p> <p>Role Play area: Doctors, Café, Hospital.</p> <p>What occupations use computers?</p> <p>School trip to the Hirsell</p>	<p>Learn all about Diwali and the Christmas Story</p> <p>Season: Winter</p> <p>What is a computer?</p>	<p>or toy museum</p> <p>What toys would your mum or dad have had as a child?</p> <p>Can you take photographs? Retell of stories through photos</p>	<p>Discuss what clothes you would wear in the different seasons.</p> <p>Can you take videos? Can you take pictures that show which season we are in?</p>	<p>Talk about minibeasts and their habitats.</p> <p>School trip to the Hirsell.</p> <p>Use the code-a-pillar and bee-bots to create code.</p>	<p>when you freeze it?</p> <p>Animals that live in water</p> <p>Access to water tray.</p> <p>Trip to the seaside.</p>
Personal, Social and Emotional Development	<p>Circle time: Taking turns, listening and asking questions</p> <p>Discussion on new beginnings.</p> <p>Different question on our question of the week board.</p>	<p>Circle time: What do you and your family do at Christmas? What do you do on your birthday?</p> <p>Different question on our question of the week board.</p>	<p>Circle time: What is your favourite toy?</p> <p>Discussions on friendships</p> <p>Different question on our question of the week board.</p>	<p>Circle time: Which season is your favourite and why?</p> <p>Discussion about going for goals.</p> <p>Different question on our question of the week board.</p>	<p>Circle time: What do farmers do?</p> <p>'Good to be me' discussion.</p> <p>Different question on our question of the week board.</p>	<p>Circle time: Where do we find water?</p> <p>Discuss changes</p> <p>Different question on our question of the week board.</p>
Physical Development	<p>Develop an effective pencil grip</p> <p>Draw lines and circles using gross motor movements</p> <p>Access to playdough to improve fine motor skills</p> <p>Pulling themselves along a bench.</p> <p>Encourage children to wash their hands after they have used the toilet.</p>	<p>Jumping</p> <p>Finger gym in the classroom to help improve fine motor skills</p> <p>Early Healthy Movers activity pack to follow</p> <p>Talk about healthy food and unhealthy food.</p>	<p>Throwing and catching</p> <p>Fine motor skills activities in the class room to help improve fine motor skills</p> <p>Early Healthy Movers activity pack to follow</p> <p>Can children get changed independently when they are doing pe?</p>	<p>Balance</p> <p>Access to fine motor skills activities in the classroom.</p> <p>Early Healthy Movers activity pack to follow</p> <p>Cutting skills</p>	<p>Moving like different types of minibeasts and animals.</p> <p>Access to junk in the classroom to create models using fine motor skills.</p> <p>Early Healthy Movers activity pack to follow</p>	<p>Outdoor games.</p> <p>Access to fine motor activities in the classroom.</p> <p>Early Healthy Movers activity pack to follow</p>

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