

Reception Long Term Plan
Progression in Knowledge and skills

Subject area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
Book Focus. F = fiction NF = non-fiction P = poetry	<u>Me and where I live</u> Dogger (F) Just one of those days (F) In every house on every street/We are Family (F) Eleanors Eyebrows (F) Hugh Shampoo (F) Morris the Mankiest monster (F) P The Jazz Man P	<u>It's starting to get dark/Christmas</u> Pumpkin soup (F) Bonfire night (NF) The night the stars went out (F) Healthy Smiles launch week Wide awake hedgehog (F) Owl Babies (F) Stinky Sprouts (F) P Twas the night before christmas / The Christmas story (F) P	<u>Traditional tales</u> Goldilocks and the 3 bears (F) The Gingerbread man (F) P The 3 little pigs (F) Jack and the beanstalk (F) Three billy goats gruff (F) Chinese new year NF The Leopards drum F	<u>Changing and growing</u> Chickens aren't the only ones (NF) Egg to chicken (NF) A Baby Duck Story NF Bob and Otto (F) Tadpoles promise (F) Oi frog (F) P Easter and Spring (NF)	<u>Superheroes</u> Olivers Vegetables (F) Eddie's garden and how to make things grow (F) The Jolly Postman/I want to be a postal worker F NF P Doctors (NF) Firefighters (NF) Police (NF)	<u>Seaside Adventures</u> Dinosaur facts (NF) Dinosaur poetry (F) P Commotion in the ocean (F) P Bright Stanley/The fish who could wish (F) Clean up (F) Sally and the limpet (F) Beach safety (NF)	Early Learning Goal
Enrichment Activities	Hairdresser visit Crazy Hair Day	Owl Visit Cooking - Pumpkin soup	Cooking - porridge Fairy Tale Ball	Hatching ducklings Pond visit Easter nests	Services visit police firefighters Nurse	Beach / Beach safety visit Fish sugar biscuits	

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<p>Literacy Word reading Phonics</p>	<p>Phase 1 Week 3 Environmental sounds Instrumental sounds Body percussion Week 4 Rhythm and rhyme Alliteration Voice sounds Oral blending and segmenting Phase 2 Week 5 s a t p Week 6 i n m the is Week 7 d g o to</p>	<p>Week 1 c k Week 2 ck e u r no go of Week 3 h b Into I Week 4 f ff l ll her has Week 5 ss + assessment put as Phase 3 Week 6 j v w x me be Week 7 y z he my</p>	<p>Week 1 zz qu ch by she Week 2 sh th they push Week 3 ng nk Week 4 ai ee igh we are Week 5 oa oo Week 6 ar or you all was</p>	<p>Week 1 ur ow Week 2 oi ear give Week 3 air ure live sure Week 4 er full pull Week 5 multi-syllable words Week 6 assessment and consolidate</p>	<p>Phase 4 Week 1 ft mp st nt lt Week 2 nd nch Week 3 br sw fl sp tr Week 4 bl dr gr st sn fr sl cr Week 5 multi-syllable words what there have some so were little one come here said like do when out love house your ago school</p>	<p>Week 1 ccvcc words Week 2 cccvcc words Week 3 multi-syllable words Week 4 assessment Week 5 consolidate Week 6 consolidate</p>	<p>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.</p>
<p>Literacy Reading Comprehension</p>	<p>To use pictures to tell stories To sequence familiar stories To independently look at book, holding them the correct way and turning pages</p>	<p>To engage in story times, joining in with repeated phrases and actions To begin to answer questions about the stories read to them To enjoy and increasing range of books including fiction, non-fiction, poems and rhymes</p>	<p>To act out stories To begin to predict what may happen in the story To suggest how a story might end</p>	<p>To retell a story To follow a story without pictures or props To talk about the characters in the books they are reading</p>	<p>To begin to answer questions about what they have read To use vocabulary that is influenced by their experiences of books</p>	<p>To answer questions about what they have read To know that information can be retrieved from books</p>	<p>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</p>

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<p>Literacy Writing</p>	<p>To copy their name To give meanings to the marks they make To copy taught letters To write initial sounds To begin to write CVC words using taught sounds</p> <p>*labelling</p>	<p>To write their name To use the correct letter formation of taught letters To write words and labels using taught sounds To begin to write captions using taught sounds</p> <p>*labelling *descriptive sentence writing</p>	<p>To form lowercase letters correctly To begin to write sentences using finger spaces To understand that sentences start with a capital letter and end with a full stop To spell words using taught sounds</p> <p>To spell some taught exception words correctly</p> <p>*descriptive writing *letter writing</p>	<p>To form lowercase letters correctly To write sentences using finger spaces and full stops To spell words using taught sounds To spell some taught exception words correctly</p> <p>*fact sentences *posters *recount *poetry</p>	<p>To form lowercase and begin to form capital letters correctly To begin to write longer words which are spelt phonetically To begin to use capital letters at the start of a sentence To use finger spaces and full stops when writing a sentence To spell some taught exception words correctly To begin to read their work back</p> <p>*labelling *descriptive writing</p>	<p>To form lowercase and capital letters correctly To begin to write longer words and polysyllabic words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught exception words correctly To read their work back and check it makes sense</p> <p>*fact maps *poetry *story writing *posters *recipes</p>	<p>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.</p>
<p>Maths</p>	<p>Early mathematical experiences •Classifying objects based on one attribute •Matching equal and unequal sets •Comparing</p>	<p>Addition and subtraction within 6 •Explore zero •Explore addition and subtraction Measures</p>	<p>Numbers within 10 Count up to ten objects •Represent, order and explore numbers to ten</p>	<p>Number patterns within 15 Count up to 15 objects and recognise different representations</p>	<p>Securing addition and subtraction facts Commutativity •Explore addition and subtraction</p>	<p>Measures Describe capacities •Compare volumes •Compare weights</p>	<p>Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to</p>

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	<p>objects and sets</p> <ul style="list-style-type: none"> •Ordering objects and sets Pattern and number •Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting Numbers within 6 •Count up to six objects. •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six 	<ul style="list-style-type: none"> •Estimate, order compare, discuss and explore capacity, weight and lengths Shapes and sorting Describe, and sort 3- D shapes •Describe position accurately 	<ul style="list-style-type: none"> •One more or fewer, one greater or less Calendar and time •Days of the week, seasons •Sequence daily events Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Grouping and sharing Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing 	<ul style="list-style-type: none"> •Order and explore number patterns to 15 •One more or fewer Doubling and halving Doubling and halving •Relationship between doubling and halving Shape and pattern Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns 	<ul style="list-style-type: none"> •Compare two amounts Number patterns within 20 •Count up to 10 and beyond with objects •Represent, compare and explore numbers to 20 •One more or fewer Number patterns beyond 20 One more one less •Estimate and count •Grouping and sharing Money Coin recognition and values •Combinations to total 20p •Change from 10p 	<ul style="list-style-type: none"> •Estimate, compare and order lengths Exploration of patterns within number Explore numbers and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards 	<p>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 doubling facts.</p> <p>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.</p>
Understanding the World	Talk about members of their immediate family and community	Familiar situations in the past – toys, transport, houses, clothes etc (Twas the night)	Local area – maps (Fairy tale story maps) Compare places in this country to life in other	Winter – Spring effects of natural changes Describe what they see, hear, feel outside	Growing plants Observing insects Meeting people in the	Exploring natural processes sound, light and forces. Local environment - Beach visit	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

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	<p>Name and describe people who are familiar to them</p> <p>Summer – Autumn effects of natural changes</p> <p>Describing what they see hear and feel outside</p> <p>Hannukah Harvest</p>	<p>Events in the past (bonfire night)</p> <p>Places are special to members of the community Local church</p> <p>Diwali</p> <p>Christmas</p> <p>Families from the past and families from the present to make comparisons.</p>	<p>countries (hot/cold/cultures etc)</p> <p>Recognising some environments that are different to the one in which they live</p> <p>Chinese New Year</p>	<p>Shrove Tuesday/Lent Easter Mothers Day</p> <p>Observing changes in the school grounds (pond visit signs of Spring)</p>	<p>community who help us.</p> <p>Jobs/career related learning</p> <p>Spring – Summer effects of natural changes. Describe what they see, hear and feel outside.</p>	<p>Looking after our world – environmental issues</p>	<p>experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>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. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps</p>
Expressive Arts and Design	To name colours To experiment with mixing colours	To use colours for a particular purpose To share their creations	To experiment with different mark making tools such as art	To use natural objects to make a piece of art (Andy Goldsworthy)	To know which prime colours you mix together to make	To know some similarities and differences	Safely use and explore a variety of materials, tools and techniques, experimenting with

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<p>Creating with materials</p>	<p>To create simple representations of people and objects To draw and colour with pencils and crayons To role play using given props and costumes To explore different techniques for joining materials (Glue Stick) To know how to work safely and hygienically To use non statutory measures (spoons, cups) To use different construction materials</p>	<p>To explore different techniques for joining materials (Glue Stick, PVA) To know how to work safely and hygienically To use non statutory measures (spoons, cups)</p>	<p>pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape) To know how to work safely and hygienically To use non statutory measures (spoons, cups) To know the names of tools</p>	<p>To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Split Pins) To make props and costumes for different role play scenarios To know how to work safely and hygienically To use non statutory measures (spoons, cups) To know the names of tools</p>	<p>secondary colours To plan what they are going to make (cooking, wood work, construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials To create observational drawings To know how to work safely and hygienically To use non statutory measures (spoons, cups)</p>	<p>between materials To learn about and compare artists (to be confirmed) To explore, use and refine a variety of artistic effects to express their ideas and feeling To share creations, talk about process and evaluate their work To adapt work where necessary</p>	<p>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.</p>
<p>Expressive Arts and Design Being Imaginative and Expressive</p>	<p>To sing and perform nursery rhymes To join in with whole school singing assemblies To experiment with different instruments and their sounds To talk about whether the like or</p>	<p>To perform a song in the Christmas Play To learn and perform at the Christmas Concert To join in with whole school singing assemblies To pitch match</p>	<p>To join in with whole school singing assemblies To create musical patterns using untuned instruments To begin to create costumes and</p>	<p>To join in with whole school singing assemblies To associate genres of music with characters and stories To create costumes and</p>	<p>To move in time to music To learn dance routines To join in with whole school singing assemblies To act out well know stories</p>	<p>To listen to poems and create their own To join in with whole school singing assemblies To create own compositions using tuned instruments</p>	<p>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</p>

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	<p>dislike a piece of music</p> <p>To create musical patterns using body percussion</p> <p>To use costumes and resources to act out narratives</p>	<p>To sing the melodic shape of familiar songs</p> <p>To begin to build up a repertoire of songs</p> <p>To sing entire songs</p> <p>To use costumes and resources to act out narratives</p>	resources for role play	resources for role play	<p>To follow a musical pattern to play tuned instruments</p> <p>To create narratives based around stories</p>	<p>To invent their own narratives, making costumes and resources</p>	others, and (when appropriate) try to move in time with music.
Music (Kapow)	Singing known nursery rhymes and finger rhymes	<p>Celebration music</p> <p>Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwankzaa and Christmas</p>	<p>Exploring sound</p> <p>Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment</p>	<p>Music and movement</p> <p>Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music</p>	<p>Musical stories</p> <p>A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters.</p>	<p>Big band</p> <p>Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience</p>	(see ELG for Being Imaginative and Expressive)
Get Set for PE	<p>Introduction to PE</p> <p>Finding space, freezing on command, using and sharing equipment and working individually, with a partner and group.</p>	<p>Fundamentals</p> <p>Developing skills of balancing, running, hopping, jumping, travelling and changing direction. Developing fine and gross motor</p>	<p>Gymnastics</p> <p>Exploring basic movements, creating shapes and balances, jumps and rolls. Developing an awareness of space and how to</p>	<p>Dance</p> <p>Exploring space and how to use space safely. Exploring traveling actions, shapes and balances.</p>	<p>Ball skills</p> <p>developing fundamental ball skills such as rolling and receiving a ball, throwing to a target, bouncing</p>	<p>Games</p> <p>Learning and develop fundamental movement skills by playing a variety of games. Understanding how to work as a</p>	(see ELG for Physical Development – gross motor and PSED – Self Regulation)

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	Develop fundamental movement skills such as running, jumping, skipping. Play simple games and begin to understand and use rules.	skills, through handling equipment. Learning how to stay safe using space. Working independently and with a partner to complete tasks.	use it safely. Performing basic skills on both floor and apparatus. Copy, create, remember and repeat short sequences. Beginning using levels and directions when travelling and balancing.	Choosing their own actions in response to a stimulus. Opportunities to copy, repeat and remember actions. Use counting to help them keep in time with the music. Exploring dance through the world around them. Perform to others and begin to provide simple feedback.	and catching, dribbling with feet and kicking a ball. Developing fine and gross motor skills through a range of game play using a variety of equipment. Working independently and with a partner. Developing decision making and using simple tactics.	team, take turns, keep the score, play against an opponent and play by the rules.	
Physical Development Fine Motor	To use a dominant hand To mark make using different shapes To begin to use a tripod grip when using mark making tools To use tweezer to transfer objects To thread large beads To use large pegs To begin to copy letters	To begin to use anticlockwise movement and retrace vertical lines To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and	To use a tripod grip when using mark making tools To hold scissors correctly and cut along a curved line To thread small beads To use small pegs To write taught letters using correct formation	To hold scissors correctly and cut out large shapes To write letters using the correct letter formation and control the size of letters	To hold scissors correctly and cut out small shapes To copy letters using a lead in and lead out To paint using thinner paintbrushes	To hold scissors correctly and cut various materials To create drawings with details To copy letters using a lead in and lead out To independently use a knife, fork and spoon to eat a range of meals	Hold a pencil effectively in preparations 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.

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	<p>To hold scissors correctly and make snips in paper posture – sitting on the floor</p> <p>Holding a pencil effectively</p> <p>To hold a fork and spoon correctly</p>	<p>shapes to draw pictures</p> <p>To write taught letters using correct formation</p> <p>To begin to hold a knife correctly and use to cut food with support</p>					
<p>Physical development</p> <p>Gross Motor</p>	<p>To move safely in a space</p> <p>To stop safely</p> <p>To develop control when using equipment</p> <p>To follow a path and take turns</p> <p>To work cooperatively with a partner</p>	<p>To balance</p> <p>To run and stop</p> <p>To change direction</p> <p>To jump</p> <p>To hop</p> <p>To explore different ways to travel using equipment</p>	<p>To use counting to help to stay in time with the music when copying and creating actions</p> <p>To move safely with confidence and imagination, communicating ideas through movement</p> <p>To move with control and coordination, expressing ideas through movement</p> <p>To move with control and coordination, copying, linking and repeating actions</p>	<p>To create short sequences using shapes, balances and travelling actions</p> <p>To balance and safely use apparatus</p> <p>To jump and land safely from a height</p> <p>To develop rocking and rolling</p> <p>To explore traveling around, over and through apparatus</p> <p>To create short sequences linking actions together</p>	<p>To roll and track a ball</p> <p>To develop accuracy when throwing to a target</p> <p>To dribble using hands</p> <p>To throw and catch with a partner</p> <p>To dribble a ball using feet</p> <p>To kick a ball to a target</p>	<p>To develop accuracy when throwing and practise keeping score</p> <p>To follow instructions and move safely when playing tagging games</p> <p>To learn to play against an opponent</p> <p>To play by the rules and develop coordination</p> <p>To explore striking a ball and keeping score</p> <p>To work cooperatively as a team</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>

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			To explore pathways and shapes				
PSED Self Regulation	To recognise different emotions To understand how people show emotions To focus during short whole class activities To follow one-step instructions	To talk about how they are feeling To begin to consider the feelings of others To adapt behaviour to a range of situations	To focus during longer whole class lessons To follow two-step instructions	To identify and moderate their own feelings socially and emotionally To consider the feelings and needs of others	To control their emotions using a range of techniques To set a target and reflect on progress throughout	To maintain focus during extended whole class teaching To follow instructions of three steps or more	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 focussed 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.
PSED Managing self	To wash hands independently To put coat and socks on independently To explore different areas within the Year R environment To use the toilet independently	To develop class rules and understand the need to have rules To get changed for PE with support To have confidence to try new activities To begin to be aware of good oral hygiene and habits	To begin to show resilience and perseverance in the face of challenge To practise doing up a zipper To practise doing buttons To practise doing up buckles	To develop independence when dressing and undressing for activities such as P.E and outdoor messy play (wet suits) To understand the importance of	To identify and name healthy foods To manage own basic needs independently Being a safer pedestrian	To understand the importance of healthy food choices To know types of food and drink that are better for your teeth To show resilience and	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.

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	Talking about a good sleep routine	Healthy Smiles Programme	To get changed for PE independently Importance of physical activity	brushing your teeth Sensible 'screen times' Safer Internet Day		perseverance in the face of challenge To show a 'can do' attitude Healthy Eating	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
PSED Building relationships	To seek support of adults when needed To gain confidence to speak to peers and adults	To play with children who are playing with the same activity To begin to develop friendships To have positive relationships with all Year R staff	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships	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.
Communication and Language - Listening and Attention	To understand how to listen carefully To understand why listening is important To be able to follow directions	To engage in story times, joining in with repeated phrases and actions To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex sentence structures	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	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 conversations when engaged in back-and-

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							forth exchanges with their teacher and peers.
Communication and Language – Speaking	<p>To talk in front of a small group</p> <p>To talk to class teacher and TAs</p> <p>To learn new vocabulary</p>	<p>To answer questions in front of whole class.</p> <p>To use new vocabulary throughout the day</p>	<p>To develop the confidence to talk to other adults they see on a daily basis</p> <p>To talk in sentences using conjunctions e.g. and, because</p>	<p>To share their work to the class-standing up at the front</p> <p>To use new vocabulary in different contexts</p> <p>To engage in non-fiction books</p>	<p>To link statements and stick to a main theme</p> <p>To use talk to organise, sequence and clarify thinking, ideas, feelings and events</p>	<p>To talk to different adults around the school</p> <p>To talk about why things happen</p> <p>To talk in sentences using a range of tenses</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>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</p>