

## Long Term Plan

### Reception

Reception																	
Autumn Term						Spring Term						Summer Term					
It's good to be me!						Wiggle 'n' Crawl						Once Upon a Time					
<b>Enquiry Question:</b> What's on the inside?						<b>Enquiry Question:</b> What lives in your garden?						<b>Enquiry Question:</b> Who lived happily ever after?					
<b>Core texts:</b> You Choose by Nick Sharratt The colour monsters by Anna Llenas						<b>Core texts:</b> Superworm by Julia Donaldson What the Ladybird Heard by Julia Donaldson Oi Frog! By Kes Grey						<b>Core texts:</b> Goldilocks and the Three Bears The Three Little Pigs					
<b>WOW:</b> Walk around Burton Latimer Posting a letter						<b>WOW:</b> Ugly bug ball Bugtopia Caterpillars project						<b>WOW:</b> Fairy tale ball and banquet Team building The Big Breakfast Sports Day					
<b>In phonics:</b>						<b>In phonics:</b>						<b>In phonics:</b>					
m a s d	a dad mum	I no to go the into	th z ch qu	his him had can off not	I no to go the into	sh th ch qu	will that then this with them	be me she are they all	Th ck ch qu	See Look Too	they all her you was he	ay ee igh ow	from help out went	little one were when what there	ay ee igh ow	for now down out	said have like so do some

u b f e l h sh r j v y w	up if in an as			get got big back but and	of	igh ow oo oo  ar or air ir  ou oy ck		her you was my he we	igh ow oo oo  ar or air ir  ou oy		we be me she are my	oo oo ar or  air ir ou oy  th qu ck ch  sh ng nk		out said have so do some come like	oo oo ar or  air ir ou oy  ea oi ow ai oa er		come little one were when what there
<p>As <b>readers</b> we will: Learn about:</p> <ul style="list-style-type: none"> <li>• Rhymes and poems</li> <li>• Alliteration</li> <li>• Reading and joining in with repeated refrains</li> <li>• Beginning middle and end of stories</li> <li>• Different stories</li> <li>• Describing stories settings, events and characters</li> <li>• Talking about illustrations</li> <li>• Recognising our names</li> <li>• Using books independently</li> <li>• Handling books carefully</li> <li>• Holding books correctly and turning the pages of a book</li> <li>• Reading from left to right and top to bottom</li> </ul>					<p>As <b>readers</b> we will: <b>Learn about:</b></p> <ul style="list-style-type: none"> <li>• Rhymes and poems</li> <li>• Alliteration</li> <li>• Reading and joining in with repeated refrains</li> <li>• Beginning middle and end of stories</li> <li>• Describing stories settings, events and characters</li> <li>• Hearing and saying the initial sounds in words</li> <li>• Segmenting and blending simple words</li> <li>• Naming and sounding letters of the alphabet</li> <li>• Reading words and simple sentences</li> <li>• Growing our vocabulary bank</li> </ul>					<p>As <b>readers</b> we will: Learn about:</p> <ul style="list-style-type: none"> <li>• Reading and understanding simple sentences</li> <li>• Using our phonic knowledge to read words and reading them allowed accurately</li> <li>• Blending words in our heads 'Fred in your head'</li> <li>• Reading red tricky words</li> <li>• Displaying a good understanding of what we have read</li> </ul>							

<p>As <b>writers</b> we will write:</p> <ul style="list-style-type: none"> <li>• our name</li> <li>• initial sounds</li> <li>• final sounds</li> <li>• medial sounds</li> <li>• birthday cards</li> <li>• words from memory – family names.</li> <li>• cvc words – rhyming words</li> <li>• Christmas lists</li> <li>• letter to Santa</li> <li>• Christmas cards</li> </ul>	<p>As <b>writers</b> we will write:</p> <ul style="list-style-type: none"> <li>• cvc words</li> <li>• simple segmented words</li> <li>• simple bug descriptions</li> <li>• simple labels</li> <li>• Mother’s day cards</li> <li>• story recounts</li> <li>• character description</li> <li>• simple repetitive sentences</li> </ul>	<p>As <b>writers</b> we will write:</p> <ul style="list-style-type: none"> <li>• captions for story maps</li> <li>• simple fairytale stories with a beginning, a middle and an end.</li> <li>• using story book language</li> <li>• using finger spaces and write set 1 tricky words correctly</li> <li>• Father’s day cards</li> </ul>
<p>As <b>mathematicians</b> we will learn about:</p> <ul style="list-style-type: none"> <li>• <b>Baseline</b></li> <li>• <b>Matching</b></li> <li>• <b>Comparing</b></li> <li>• <b>Sorting</b></li> <li>• <b>Repeating patterns</b></li> <li>• <b>1, 2, 3</b></li> <li>• <b>One more one less</b></li> <li>• <b>Shape</b></li> <li>• <b>4, 5</b></li> <li>• <b>One more one less</b></li> <li>• <b>Shape</b></li> <li>• <b>Time</b></li> </ul>	<p>As <b>mathematicians</b> we will learn about:</p> <ul style="list-style-type: none"> <li>• <b>One less</b></li> <li>• <b>5</b></li> <li>• <b>Equal and unequal groups</b></li> <li>• <b>Mass</b></li> <li>• <b>Capacity</b></li> <li>• <b>6, 7, 8</b></li> <li>• <b>More and less</b></li> <li>• <b>Pairs</b></li> <li>• <b>Combining two groups</b></li> <li>• <b>Adding more</b></li> <li>• <b>Height</b></li> <li>• <b>Length</b></li> <li>• <b>Days of the week</b></li> <li>• <b>Measuring height</b></li> <li>• <b>Measuring time</b></li> </ul>	<p>As <b>mathematicians</b> we will learn about:</p> <ul style="list-style-type: none"> <li>• <b>Numbers to 20</b></li> <li>• <b>Estimating</b></li> <li>• <b>Subtraction</b></li> <li>• <b>Missing numbers</b></li> <li>• <b>Capacity</b></li> <li>• <b>Shape</b></li> <li>• <b>Counting on</b></li> <li>• <b>Adding more</b></li> <li>• <b>Taking away</b></li> <li>• <b>Making shapes</b></li> <li>• <b>Pattern</b></li> <li>• <b>Doubling</b></li> <li>• <b>Sharing</b></li> <li>• <b>Grouping</b></li> <li>• <b>Even and odd</b></li> </ul>



	<ul style="list-style-type: none"> <li>• <b>9, 10</b></li> <li>• <b>Ordering numerals to 10</b></li> <li>• <b>3D shape</b></li> <li>• <b>Pattern</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Problem solving</b></li> <li>• <b>Patterns</b></li> <li>• <b>Maps</b></li> <li>• <b>Mazes</b></li> </ul>
<p>As <b>scientists</b> we will:</p> <ul style="list-style-type: none"> <li>• Observe what we look like</li> <li>• Label our bodies</li> <li>• Find out about the bones in our body</li> <li>• Find out about organs</li> <li>• Understand germs and hygiene</li> <li>• Learn how to care for our teeth</li> <li>• Learn and investigate our senses – one sense per week (smell, taste, touch, sight, hearing)</li> <li>• Observe the season change of autumn to winter</li> </ul>	<p>As <b>scientists</b> we will:</p> <ul style="list-style-type: none"> <li>• Find out about these bugs: Worms, caterpillars, butterflies, stick insects, tadpoles, frogs, ladybirds</li> <li>• Find out what an insect is</li> <li>• Know where bugs live</li> <li>• Find out seeds growing into plants</li> <li>• Observe the season change of winter to spring</li> </ul>	<p>As <b>scientists</b> we will:</p> <ul style="list-style-type: none"> <li>• observe the season change of spring to summer</li> <li>• Know how to keep ourselves and our teeth healthy</li> <li>• Observe what happens to food when it is cooked</li> <li>• Observe changes to materials</li> </ul>
<p>As <b>historians</b> we will:</p> <ul style="list-style-type: none"> <li>• Learn about My Family – old and young</li> <li>• Learn about Birthday's</li> <li>• Learn about people's jobs through 'People who help us' – Police, vets, firefighter, doctors, hairdressers, shop assistant</li> </ul>	<p>As <b>historians</b> we will:</p> <ul style="list-style-type: none"> <li>• Recall significant events (religious and cultural)</li> </ul>	<p>As <b>historians</b> we will:</p> <ul style="list-style-type: none"> <li>• Learn about traditional tales and their settings and characters</li> <li>• Learn about time terminology</li> <li>• Recall significant events (religious and cultural)</li> </ul>
<p>As <b>geographers</b> we will:</p>	<p>As <b>geographers</b> we will:</p> <p>Experience different weather conditions and their impact on the environment.</p>	<p>As <b>geographers</b> we will:</p> <p>Draw maps through traditional tales</p>

<p>Explore the setting's outdoor area, noticing and naming its features (e.g. playground, different areas and surfaces, flower beds). Make drawings (e.g. of their favourite place in the outdoor area or what they saw at the park). Explain what they liked about it. Use small world play or role play to present a visited place</p> <p>Walk around the school grounds during different seasons- collect items and talk about similarities and differences between the items.</p> <ul style="list-style-type: none"> <li>• Where we live</li> <li>• Houses</li> <li>• Our school</li> <li>• Autumn to Winter</li> <li>• Small world/role-play – hair dressers/recycling centre/vets/dog groomers</li> <li>• Autumn walk</li> </ul>	<p>Examine and discuss natural objects (e.g. leaves, twigs and stones) Walk around the school grounds during different seasons- collect items and talk about similarities and differences between the items.</p> <ul style="list-style-type: none"> <li>• Bug hotels</li> <li>• Bug hunt</li> <li>• Winter walk</li> <li>• Spring walk</li> </ul>	<p>Explore stories set in different countries, look at what is similar and what is different- use photographs to support. Locate countries on a map. Explore different settings within stories- look at human and physical features- what can you see? Walk around the school grounds during different seasons- collect items and talk about similarities and differences between the items.</p> <ul style="list-style-type: none"> <li>• Story maps</li> <li>• Compare localities (jack and bean stalk)</li> <li>• Homes from around the world</li> </ul>
<p>As <b>artists</b> we will: <b><u>In drawing</u></b></p> <ul style="list-style-type: none"> <li>• Holding a pencil correctly</li> <li>• Drawing people</li> <li>• Using colours for reason in our drawings</li> <li>• Drawing using different media – crayons, pencils, chalks</li> </ul> <p><b><u>In painting</u></b></p> <ul style="list-style-type: none"> <li>• Holding a paintbrush correctly</li> </ul>	<p>As <b>artists</b> we will: <b><u>In collage</u></b></p> <ul style="list-style-type: none"> <li>• Use glue and practise scissor control, cut around pre-printed shapes and glue down</li> </ul> <p><b><u>In drawing</u></b></p> <ul style="list-style-type: none"> <li>• Draw animals</li> <li>• Use colours for reason in our drawings</li> </ul>	<p>As <b>artists</b> we will: <b><u>In drawing</u></b></p> <ul style="list-style-type: none"> <li>• Draw places</li> <li>• Draw using different media – crayons, pencils, chalks</li> <li>• Draw to tell a story</li> </ul> <p><b><u>In sculpture</u></b></p> <ul style="list-style-type: none"> <li>• Sculpt through junk modelling and adult led/initiated activities have</li> </ul>

<ul style="list-style-type: none"> <li>• Learning colour names</li> <li>• Investigating what happens when we mix paint colours</li> </ul> <p><b><u>In sculpture</u></b></p> <ul style="list-style-type: none"> <li>• Sculpt through junk modelling and adult led/initiated activities have ideas about an object and combine materials to create the shapes /effects needed</li> <li>• Experiment with playdough during continuous provision – explore techniques rolling, tearing, cutting, moulding, carving</li> </ul>	<ul style="list-style-type: none"> <li>• Draw using different media – crayons, pencils, chalks</li> </ul> <p><b><u>In painting</u></b></p> <ul style="list-style-type: none"> <li>• Learn colour names</li> <li>• Investigate what happens when we mix paint colours</li> </ul>	<p>ideas about an object and combine materials to create the shapes /effects needed</p> <ul style="list-style-type: none"> <li>• Experiment with playdough during continuous provision – explore techniques rolling, tearing, cutting, moulding, carving</li> <li>• Sculpt an object through adult led/initiated activities</li> </ul>
<p>As <b>designers</b> we will: Record ideas for designs in drawings and diagrams</p> <ul style="list-style-type: none"> <li>• Seasons calendar</li> </ul> <p>Use a variety of joining and cutting techniques including scissors to cut along a marked line</p> <ul style="list-style-type: none"> <li>• Christmas cards</li> </ul> <p>Carry out activities to strengthen gross and fine motor skills e.g. hammer and nails (golf tees)</p>	<p>As <b>designers</b> we will: Use a variety of joining and cutting techniques including scissors to cut along a marked line</p> <ul style="list-style-type: none"> <li>• Easter cards</li> </ul> <p>Make simple recipes with adult support</p> <ul style="list-style-type: none"> <li>• Making pancakes</li> <li>• Easter nests</li> </ul> <p>Record ideas for designs in drawings and diagrams</p> <ul style="list-style-type: none"> <li>• Designing a bug hotel</li> </ul>	<p>As <b>designers</b> we will: Use construction kits to represent a design e.g. houses, bridges</p> <ul style="list-style-type: none"> <li>• Designing bridges</li> <li>• Design a house</li> </ul> <p>Select and use materials to make a design</p> <ul style="list-style-type: none"> <li>• Fairy tale puppets</li> </ul> <p>Choose resources to carry out their own plan and share and explain their ideas, choices and processes</p>

<ul style="list-style-type: none"> <li>• hammer into pumpkins</li> </ul> <p>Explain the difference between healthy and unhealthy food</p> <ul style="list-style-type: none"> <li>• Fruit kebabs</li> </ul> <p>Begin to use cutlery independently</p> <ul style="list-style-type: none"> <li>• Lunch</li> </ul> <p>Make simple recipes with adult support</p> <ul style="list-style-type: none"> <li>• Fruit kebabs</li> </ul>	<ul style="list-style-type: none"> <li>• Design a bug</li> </ul>	<ul style="list-style-type: none"> <li>• Designing bridges</li> <li>• Design a house</li> <li>• Fairy tale puppets</li> </ul> <p>Record ideas for designs in drawings and diagrams</p> <ul style="list-style-type: none"> <li>• Fairy tale puppets</li> </ul> <p>Make simple recipes with adult support</p> <ul style="list-style-type: none"> <li>• Cooking porridge</li> <li>• Making sandwiches</li> </ul>
<p>In <b>music</b> we will:</p> <p><u>Singing</u> Use their voice to sing, speak and chant. Create sounds in vocal sound games. Make different sounds using their voice Describe whether they like/ dislike a song</p> <p><u>Performing</u> Performing simple actions while singing</p> <p><u>Listening</u> Listen to a song or short piece of music and move freely to it Follow and copy instructions when moving Describe whether they like/dislike a song</p> <p>Charanga:</p> <ul style="list-style-type: none"> <li>• Me!</li> </ul>	<p>In <b>music</b> we will:</p> <p><u>Singing</u> Use their voice to sing, speak and chant. Create sounds in vocal sound games. Make different sounds using their voice Describe whether they like/ dislike a song</p> <p><u>Composing</u> Choose sounds to represent different things Create visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music.</p> <p><u>Performing</u> Use instruments to perform Begin to name and play some instruments correctly Match music to pictures/visual resources</p>	<p>In <b>music</b> we will:</p> <p><u>Singing</u> Use their voice to sing, speak and chant. Create sounds in vocal sound games. Make different sounds using their voice Describe whether they like/ dislike a song Change some or all of the words of a song.</p> <p><u>Performing</u> Use instruments to perform Begin to name and play some instruments correctly Match music to pictures/visual resources</p> <p><u>Composing</u> Choose sounds to represent different things Create visual representation of sounds, instruments and pieces of music, eg mark</p>

<ul style="list-style-type: none"> <li>Christmas Productions</li> </ul>	<p><u>Listening</u> Listen to a song or short piece of music and move freely to it Follow and copy instructions when moving Describe the sound of instruments eg scratchy sound, soft sound. Describe whether they like/dislike a song</p> <p>Charanga:</p> <ul style="list-style-type: none"> <li>My stories</li> <li>Our world</li> </ul>	<p>making to specific sounds or pieces of music.</p> <p><u>Listening</u> Listen to a song or short piece of music and move freely to it Follow and copy instructions when moving Describe the sound of instruments eg scratchy sound, soft sound. Describe whether they like/dislike a song</p> <p>Charanga:</p> <ul style="list-style-type: none"> <li>Big Bear Funk</li> <li>Reflect rewind and Replay</li> </ul>
<p><b>In RE:</b> We will learn about the Christmas story through our Christmas Production</p> <p>We will learn about and celebrate these specific events</p> <ul style="list-style-type: none"> <li>Diwali</li> <li>Christmas</li> <li>Birthdays</li> </ul>	<p><b>In RE:</b> We will learn about Special places</p> <p>We will learn about and celebrate these specific events</p> <ul style="list-style-type: none"> <li>Chinese new year</li> <li>Pancake day</li> <li>Mother's day</li> <li>Easter</li> <li>Birthdays</li> <li>Valentine's day</li> </ul>	<p><b>In RE:</b> We will learn about Special books</p> <p>We will learn about and celebrate these specific events</p> <ul style="list-style-type: none"> <li>Father's day</li> <li>Birthdays</li> <li>Weddings</li> <li>Christenings</li> </ul>
<p><b>In computing:</b></p> <ul style="list-style-type: none"> <li>We will access a range of age appropriate programmes and tools on digital devices.</li> </ul>	<p><b>In computing:</b></p> <ul style="list-style-type: none"> <li>We will access a range of age appropriate programmes and tools on digital devices.</li> </ul>	<p><b>In computing:</b></p> <ul style="list-style-type: none"> <li>We will develop skills such as logging in, typing, navigating Mini</li> </ul>



<ul style="list-style-type: none"> <li>We will understand how to keep themselves safe online including keeping information private such as usernames and passwords.</li> </ul>	<ul style="list-style-type: none"> <li>We will understand how to keep themselves safe online including keeping information private such as usernames and passwords.</li> </ul>	<p>Mash to access programmes and saving work in their own folders.</p> <ul style="list-style-type: none"> <li>We will understand how to keep themselves safe online including keeping information private such as usernames and passwords.</li> </ul>
<p><b>In PE:</b></p> <p>Introduction to PE – unit 1          Introduction to PE – unit 2          Fundamentals - unit 1          Fundamentals - unit 2</p>	<p><b>In PE:</b></p> <p>Dance – unit 1          Dance – unit 2          Gymnastics – unit 1          Gymnastics – unit 2</p>	<p><b>In PE:</b></p> <p>Ball skills – unit 1          Ball skills – unit 2          Games – unit 1          Games – unit 2</p>
<p><b>In PSHE:</b></p> <ul style="list-style-type: none"> <li>Children will understand rules and expectations of the school day through discussion at different points in the day</li> <li>Children role-play and learn about the roles of different people within different scenarios. Children must resolve conflicts over who can be what role.</li> <li>Children will listen to stories</li> <li>Children will have discussions about their days and lives both in school and out</li> <li>Children will learn the names of different body parts</li> </ul>	<p><b>In PSHE:</b></p> <ul style="list-style-type: none"> <li>Children role-play and learn about the roles of different people within different scenarios. Children must resolve conflicts over who can be what role.</li> <li>Children will listen to stories</li> <li>Children will have discussions about their days and lives both in school and out</li> <li>Children will know about who can be trusted both in and out of school</li> <li>Children will name different emotions and how they make their body feel</li> </ul>	<p><b>In PSHE:</b></p> <ul style="list-style-type: none"> <li>Children role-play and learn about the roles of different people within different scenarios.</li> <li>Children must resolve conflicts over who can be what role.</li> <li>Children will listen to stories</li> <li>Children will have discussions about their days and lives both in school and out</li> <li>Children will know about who can be trusted both in and out of school</li> <li>Children will learn the names of different body parts including genitalia</li> </ul>



### **As confident individuals** (basic skills)

We will encourage children to make secure friendships with their peers and consider each other's needs. We will begin to develop the children's confidence by encouraging lots of class discussions. Whilst in the classroom environment the children, this term, will be encouraged to complete must do jobs which continues to develop their perseverance and independence.

### **As Meadowside representatives** (school values)

Children will be introduced to the school's values. These are:

- Respect
- Resilience
- Responsibility
- Reflection

Children will be encouraged to begin to use these during their learning.

### **As British citizens** (British Values)

Children will be introduced to the British values. Our focus will be on 'the rule of law.' Establishing rules of the classroom and how to follow these. Children will also be made aware of the consequences of not following class rules and how we can address these.