

## Reception: Long Term Plan

	Autumn Term	Spring Term	Summer Term
<b>Communication and Language</b>			
<b>ELG: Listening, Attention and Understanding</b>	Stories, rhymes and songs <ul style="list-style-type: none"> <li>listen to them</li> <li>pay attention to how they sound</li> </ul>		
	Listening attentively  Holding a conversation  Responding appropriately	Asking questions  Embed all listening knowledge and skills	Embed all listening knowledge and skills
<b>ELG: Speaking</b>	New vocabulary can be used through the day and in different contexts  <b>Rhymes, poems, songs and stories:</b> non-fiction and fiction		
	<b>Composition</b> <ul style="list-style-type: none"> <li>offer explanations for why things might happen</li> <li>develop social phrases</li> </ul> <b>New cohesive devices</b> <ul style="list-style-type: none"> <li>'and' to connect ideas</li> <li>describe events in some detail</li> <li>repetitive phrases</li> <li>use correct pronouns 'he', 'she' and 'it'</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>re-word instructions</li> <li>ask questions to find out more</li> <li>offer own ideas in class</li> </ul> <b>New cohesive devices</b> <ul style="list-style-type: none"> <li>use 'then' and 'after' in stories</li> </ul>	<b>Composition</b> <ul style="list-style-type: none"> <li>ideas and thoughts can be articulated in well-formed sentences</li> </ul> With some support, the correct use of: <ul style="list-style-type: none"> <li>past tense</li> <li>present tense</li> <li>future tense</li> </ul>
<b>Show and tell</b>	Special things Special people	Special places Special events	My achievements (in/out of school)
<b>Personal, Social and Emotional Development and PSHE</b>			
<b>ELG: Self-Regulation</b>	<b>Self-regulation:</b> feelings and impulses	<b>Self-regulation:</b> paying attention	<b>Self-regulation:</b> setting goals
<b>ELG: Managing Self</b>	<b>Managing self:</b> talking, rules	<b>Managing self:</b> what makes them special, how to be a role model, healthy eating, tooth brushing	<b>Managing self:</b> independence, resilience and perseverance, healthy lifestyles
<b>ELG: Building Relationships</b>	<b>Building Relationships:</b> playing cooperatively		

	<b>Managing Self:</b> personal hygiene, dressing and undressing	<b>Building Relationships:</b> showing sensitivity to others' needs	
<b>Physical development</b>			
<b>ELG: Fine Motor</b>	<b>Managing the school day</b>  <b>Posture</b>  <b>Pencil grip</b>  <b>Scissors</b>	<b>Pencil grip:</b> tripod grip  <b>Small motor techniques:</b> scissors, paintbrushes  <b>Handwriting</b>	<b>Handwriting</b>
<b>ELG: Gross Motor</b>	<b>Athletics:</b> running, jumping and throwing  <b>Athletics:</b> passing and catching	<b>Gymnastics:</b> balancing and shapes  <b>Gymnastics:</b> travelling, jumping and rolling  <b>Dance</b>	<b>Athletics:</b> applying fundamental movements in races  <b>Games:</b> applying fundamental movements in games
<b>Literacy</b>			
<b>ELG: Word Reading</b>	<b>Phonics:</b> phase 2 & 3	<b>Phonics:</b> phase 3	<b>Phonics:</b> phase 4
<b>ELG: Comprehension</b>	Question Visualise Clarify Predict and infer Summarise	<b>Know how to:</b> apply all reading and comprehension skills	<b>Know how to:</b> apply all reading and comprehension skills
	<b>Global theme text:</b> The Class Vote - Deborah Chancellor The Election - Eleanor Levenson  <b>Poet</b> Nursery rhymes Michael Rosen  <b>Class texts</b> Starting school Rainbow fish Green eggs and Ham Owl Babies	<b>Global theme text:</b> 5 Minutes' Peace - Jill Murphy A Handful of Quiet - Thich Nhat Hanh  <b>Poet</b> Nursery rhymes Julia Donaldson  <b>Class texts</b> Ruby's Worry Brown Bear The Day the Crayons Came Home	<b>Global theme text:</b> I have the Right to be a Child - Alain Serres  <b>Poet</b> Nursery rhymes Dr. Seuss  <b>Class texts</b> Going on a bear hunt I want my hat back Alfie

	Snowman Book of feelings  <b>Traditional tales:</b> The Three Little Pigs The Gingerbread Man  <b>Topic texts</b> <ul style="list-style-type: none"> <li>• fiction</li> <li>• non-fiction</li> </ul>	What Do You Like? The Very Hungry Caterpillar  <b>Traditional tales:</b> Little Red Riding Hood Jack and the Beanstalk  <b>Topic texts</b> <ul style="list-style-type: none"> <li>• fiction</li> <li>• non-fiction</li> </ul>	Author study - Eric Carle  <b>Traditional tales:</b> The Three Billy Goats Gruff Goldilocks and the Three Bears <b>Topic texts</b> <ul style="list-style-type: none"> <li>• fiction</li> <li>• non-fiction</li> </ul>
<b>ELG: Writing</b>	The oral composition of a sentence The names of the letters of the alphabet in order		
	Prewriting pencil control  Pencil grip and posture  There are spaces between words  Punctuation for simple sentence structures  Segmenting at appropriate phonic level to spell	The formation of lower case and uppercase letters  The order of given picture prompts to show the structure of a piece of writing with adult support  Embed structure and punctuation  Segmenting at appropriate phonic level to spell	Embed, planning, structure and punctuation  Segmenting at appropriate phonic level to spell
<b>Mathematics</b>			
<b>ELG: Number, Numerical patterns</b> <b>Shape, space and measure</b>	<b>Measure and patterns</b> Exploring 1 - 5 Shape	<b>Mass and capacity</b> Length, height and time Exploring 5 - 10 3D shapes	<b>Exploring beyond 20</b> Manipulate, compose and decompose Sharing and grouping Repeating patterns
<b>Understanding the World</b>			
<b>ELG: The Natural World (Science)</b>	<b>Materials</b>	<b>Plants</b>	<b>Animals</b>
<b>ELG: Past and Present (History)</b>	<b>Past and present</b>	<b>Monarchy</b>	<b>Homes from the past</b>
<b>ELG: People Cultures and Communities /</b>	<b>Local area</b>  <b>Weather: autumn</b>	<b>Weather: winter</b>  <b>Weather: spring</b>	<b>Weather: summer</b>  <b>Places are different</b>

<b>ELG: The Natural World (Geography)</b>			
<b>ELG: People Cultures and Communities (RE)</b>	<b>Believing:</b> special people  <b>Expressing:</b> special times (Christmas, Bonfire Night)	<b>Expressing:</b> special places  <b>Expressing:</b> special times (Easter)	<b>Living:</b> our special world
<b>Computing</b>	<b>Instructions</b>	<b>Creating media</b>	<b>Programming</b>
<b>Expressive Arts and Design</b>			
<b>ELGs: Creating with Materials, Being Imaginative and Expressive (Art)</b>	Use and explore materials, experiment with design, texture, form and function and share creations Safe use of materials: scissors, glue, tape, pencils, sharpeners, paintbrushes, paint, stapler		
	<b>3D structures</b> <b>Colour theory</b> <b>Colour mixing</b> <b>Malleable materials</b>	<b>Painting techniques</b>	<b>Drawing: line</b> <b>Drawing: composition</b>
<b>ELGs: Creating with Materials, Being Imaginative and Expressive (DT)</b>	<b>Recycled materials</b>	<b>Weaving</b>	<b>Cooking and nutrition</b> <b>Mechanisms</b>
<b>ELG: Being Imaginative and Expressive (Music)</b>	<b>Imaginative play</b>		
	<b>Nursery rhymes</b>		
	<b>Me!</b> <b>Our Stories</b>	<b>Everyone</b> <b>Our World</b>	<b>Big Bear Funk</b> <b>Reflect, Rewind, Replay</b>
<b>French</b>			
	<b>Bonjour</b>	<b>Merci</b>	<b>Au revoir</b>