



XII RCPS-Reception Class Long term plan

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR Reception LTP 2025/26	7 WEEKS (First week 4 days)	7 WEEKS	6 WEEKS (First week 4 days)	5 WEEKS 4 days	6 WEEKS	7 WEEKS (First week 4 days)
Key Dates and others to consider and Whole School themes	21/9/25 International Day of Peace 22/28 September National recycling week October: Black History Month	Week 2 (w/c 10/11) Anti-Bullying Week Assessment week 14/12/25 Hanukkah	Week 5 (w/c2/2): Children's Mental health Week Week 6: 10 th Feb Safer Internet Holidays: Chinese New Year 17/2/26	Week 2: 5 th March WBD Assessment week (writing & phonics) 15/3/25 Mothers' Day 19/3/26 Eid al-Fitr 2/4/26 Autism Awareness Day	23 rd April St George's Day Week 5: w/c 11 th May SATS week Assessment week	11/6-19/7 World Cup Weeks 1 & 2 – Themed weeks TBC
DRIVER	All About Me	Superheroes & People Who Help Us	Houses and Homes	Terrific Tales	Come Outside	Under the Sea
TRIPS					Smithills Farm	BEACH TRIP
GENERAL THEMES <i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i>	ALL ABOUT ME! Starting school /Mission Statement/ my new class healthy/Food/Human body/Oral hygiene/ How have I changed? My family / /relationships/feelings/senses What am I good at? RSE links All about Autumn Black History Month	SUPERHEROES AND PEOPLE WHO HELP US! Bonfire night celebrations People who help us / Revisit oral hygiene with Dentist/ Careers Christmas Lists Letters to Father Christmas All about Winter Judaism-Hanukkah	HOUSES AND HOMES! Where do we live in the UK/the World/Houses in Leigh/around the world/Local history topic. How has school/Leigh changed? Chinese New Year/Children's mental Health week/Safer Internet Day.	TERRIFIC TALES! Cinderella George and the Dragon Little Red Riding Hood Goldilocks Room on the Broom Tiger who came to tea World Book Day All about Spring Easter story International Women's Day/ British Science week- Science themed weeks (Christopher Nibble book)	COME OUTSIDE! Life cycles of caterpillars/frogs Farm animals The great outdoors Plants & Flowers Planting beans/seeds Amazon Rainforest	UNDER THE SEA! All about Summer Where in the world shall we go? Beach trip Send me a postcard! Marine life Seaside's in the past Compare: Now and then! Titanic Art week-Jackson Pollock Hinduism-Divali



XII RCPS-Reception Class Long term plan

POSSIBLE TEXTS	<p>Amazing Oliver's Fruit salad The Rainbow Fish Book focus for staggered start; The Very Hungry Caterpillar, Dear Zoo, The Night Pirates, Zog, The Princess and the Wizard.</p>	<p>Detective Tilak Burglar Bill Helping you heal/ Doctor/ A Check up with the Doctor. Topsy & Tim go to the Dentist, Supertato Captain Tom Little People Big Dreams Fireman Sam/Air and Sea Rescue big book Colin the Coastguard The Christmas Story The Jolly Christmas Postman ADD IN BOOK ABOUT FLORENCE NIGHTINGALE</p>	<p>The Three Little pigs/Wolf's Tail Maps Houses and Homes book How we use electricity, What was it like before electricity? The Mouse House</p>	<p>Cinderella George and the Dragon Little Red Riding Hood Goldilocks Room on the Broom Tiger who came to tea The Easter Story</p>	<p>Oi Frog Christopher's Caterpillars Things with Wings Woolly Bear Caterpillar What the Ladybird Heard Growing Frogs A day at Greenhill Farm My Bean Plant diary</p>	<p>Oceans and Seas book- Titanic. Tiddler Somebody Swallowed Stanley What can live at the beach/Rock Pool/ Discover and Share the seaside/Look what I found at the seaside. Seaside Holidays (2 books)/ Your Local Area- Seaside/Living by the sea. The Lighthouse Keeper's Lunch & Look What I've found.</p>
RELIGIOUS EDUCATION TOPICS	Mission statement Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
COMMUNICATION AND LANGUAGE	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					



XII RCPS-Reception Class Long term plan

<p>WHOLE EYES FOCUS – C&L IS DEVELOPED THROUGHOUT THE YEAR THROUGH HIGH QUALITY INTERACTIONS, DAILY GROUP DISCUSSIONS, SHARING CIRCLES, PSHE TIMES, STORIES, SINGING, SPEECH AND LANGUAGE INTERVENTIONS, PIE CORBETT T4W ACTIONS, EYES ASSEMBLY/CW, BLANK LEVEL GROUPS</p> <p>DAILY STORY TIME USING HIGH QUALITY TESTS.</p>	<p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them</p> <p>What are your passions / goals / dreams? About family routines and special occasions Show an interest in the lives of other people Follow instructions (settling in, putting my things away) Develop vocabulary: Blank level intervention Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”) Develop the vocabulary of movement for handwriting- eg- round and round, up and down, over and under, zig-zag.</p>	<p>Tell me a story! Develop vocabulary:- VIPERS. Blank Level interventions Discovering Passions Tell me a story - retelling stories: talk for writing Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Develop vocabulary- VIPERS: Blank Level interventions Using language well Ask’s how and why questions... Retell a story with story language Remember key points from a story Story invention – talk it! I can describe events (Chinese New Year) Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Explain to me! Develop vocabulary- VIPERS: Blank Level interventions Reciting poems and songs I can learn and recite, poems and songs: (World Book Day) Tell me a story - retelling stories: talk for writing I can articulate my ideas and thoughts into well-formed sentences Ask questions to find out more</p>	<p>Can you recount an event (Farm trip)? Develop vocabulary:-VIPERS Blank Level interventions I can learn and recite, poems and songsI can listen to, engage in and talk about non-fiction Using the iPad to take a photograph I can describe events in some detail: Farm trip, frog life cycle Articulate a life cycle</p>	<p>Tell me about differences? Develop vocabulary- VIPERS: Blank Level interventions I can learn and recite, poems and songs: I can talk about similarities and differences between things in the past and now (seasides) I can talk about the experiences I have had at different points in the school year (end of year video)</p>
<p>FURTHER COMMUNICATION & LANGUAGE EXPERIENCES</p>	<p>Elklan I went to market Kim’s Game Snap cards (Same & diff) Muddling wellies (Same & diff) What’s in the box? Amazing: text map Guess my pet</p>	<p>Elklan Superhero Day Kim’s Game Supertato vocab creation work Guess the vegetable Talk, pair, share Bandaging bears</p>	<p>Elklan Before & after Little Pig scenarios Wolf’s Tail Hot Seating thought tracking Story sequencing Think, pair, share Chinese New Year drama</p>	<p>Elklan Hot seating Sequencing Thought tracking Talk 4 Writing Game: Jumbled up Room on the Broom Oral rehearsal</p>	<p>Elklan Think, pair, share Oral rehearsal Sequencing Orally structuring questions Modify and invent new repetitive patterned language</p>	<p>Elklan Drama Hot seating Tall tales: Tiddler Model persuasive language</p>



XII RCPS-Reception Class Long term plan

	Freeze frame Rainbow Fish Senses vocab work Simon Says Feely Feet Oliver's Fruit Salad	Let me out Who rescues Frisky the dog? Sequence work	Thinking in role: Mouse House Oral rehearsal			
COMMUNICATION AND LANGUAGE ELG	<p>Listening, Attention and Understanding ELG 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.</p> <p>Speaking ELG 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.</p>					
CURRICULUM FOR LIFE TOPICS	Me and my Relationships (Scarf/GMS/JIL/NO outsiders) GM- Help I'm stuck Scarf-All About Me/What Makes me Special Journey in love- Social and Emotional Scarf- Who can help me? Scarf- My Feelings 1 and 2 Equality Act-You choose Careers- skills builder listening & skills/Construction Challenge	Valuing Difference (Scarf/GMS/JIL/NO outsiders) Scarf: Same and Different Scarf: Same and Different families Equality Act-The Family Book Scarf- I am caring/I am a friend Careers-skills builder listening & skills/ Tour Guide Challenge GMS- Everyone can learn to ride a bike	Keeping Myself Safe (Scarf/GMS/JIL/NO outsiders) Scarf- What's safe to go onto my body. Scarf-What's safe to go into my body Scarf- Safe indoors and outdoors. Scarf-people who help keep me safe Equality Act- Red Rockets and Rainbow Jelly GMS-Incy Wincy Spider Careers- skills builder listening & skills/Police Officer Challenge	Rights and Responsibilities (Scarf/GMS/JIL/NO outsiders) Scarf-Looking after my special people Scarf-Looking after my friends Scarf- being helpful at home and caring for our world Careers 1-Scarf-Looking after money 1 and 2 Careers 2- Careers- skills builder listening & skills/Musician Challenge GMS-Cleversticks JIL Physical	Being My Best (Scarf/GMS/JIL/NO outsiders) Scarf-Yes I can Scarf=Healthy Eating 1 Scarf Move you body/A Good Night's Sleep Equality Act- Blue Chameleon GMS Toppling Towers Careers- skills builder listening & skills/Firefighter Challenge	Growing and Changing (Scarf/GMS/JIL/NO outsiders) Scarf- Life Cycles- Human life stage: who will I be? Scarf-Me and my body. Girls and Boys.NSPCC Pants resource Scarf-Listening to my feelings Equality Act- Mommy. Mama and Me. GMS:Rooting for you Careers 2- Careers-skills builder
MANAGING SELF						
SELF REGULATION						
MAKING RELATIONSHIPS						



XII RCPS-Reception Class Long term plan

						listening & skills/Pilot Challenge
PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT ELG	<p>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.</p> <p>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.</p> <p>Building Relationships ELG Children at the expected level of development will: Early Adopter Handbook 12 - 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</p>					
PHYSICAL DEVELOPMENT ELG	<p>Gross Motor Skills ELG 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.</p> <p>Fine Motor Skills ELG 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.</p>					
GROSS MOTOR	<p>See separate PE Plan (Fundamentals Unit)</p> <p>Outdoor provision- climbing, roll a ball across the floor, start to throw a ball, retrieves a rolled ball, attempt to kick balls, two wheeled balance bikes, three wheeled pedal bikes, scooters, bats, skipping ropes, digging, building with large blocks, mixing.</p> <p>Pouring with hands. Jugs Filling & Emptying with hands & buckets</p>	<p>See separate PE Plan (Gymnastics unit)</p> <p>Outdoor provision- climbing, roll a ball across the floor, start to throw a ball, retrieves a rolled ball, attempt to kick balls two wheeled balance bikes, three wheeled pedal bikes,</p>	<p>See separate PE Plan (Balls skills unit)</p> <p>Outdoor provision- climbing, throw/roll balls with increasing accuracy, kick a ball by standing on one leg, starting to catch a ball. two wheeled balance bikes, three wheeled pedal bikes, scooters, bats, skipping ropes, digging, building with large blocks, mixing.</p>	<p>See separate PE Plan (Invasion games unit)</p> <p>Outdoor provision- climbing, throw/roll balls with increasing accuracy, kick a ball by standing on one leg, starting to catch a ball., two wheeled balance bikes, three wheeled pedal bikes, scooters, bats, skipping ropes, digging, building with large blocks, mixing.</p>	<p>See separate PE Plan Ball skills unit)</p> <p>Outdoor provision- climbing, throw a ball with accuracy, catch a ball more accurately, kick a ball at a target, two wheeled balance bikes, three wheeled pedal bikes, scooters, bats, skipping ropes, digging, building with large blocks, mixing.</p>	<p>See separate PE Plan (Athletics Unit)</p> <p>Outdoor provision- climbing, throw a ball with accuracy, catch a ball more accurately, kick a ball at a target , two wheeled balance bikes, three wheeled pedal bikes,</p>



XII RCPS-Reception Class Long term plan

	Digging with hands, large shovels, buckets	scooters, bats, skipping ropes, digging, Pouring with hands. Jugs Filling & Emptying with hands & buckets Digging with hands, large shovels, buckets building with large blocks, mixing.	Pouring with spades, shovels. Filling and emptying with cups/containers. Digging with spades, large spoons.	Pouring with spades, shovels. Filling and emptying with cups/containers. Digging with spades, large spoons.	Pouring with funnels & tubing. Filling & emptying -eg buckets to create sandcastles. Digging using teaspoons. Forks etc	scooters, bats, skipping ropes, digging, building with large blocks, mixing. Pouring with funnels & tubing. Filling & emptying -eg buckets to create sandcastles. Digging using teaspoons. Forks etc
FINE MOTOR	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Taking shoes off and putting them on Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Cut along a straight line with scissors /	Threading, cutting, weaving, playdough, Fine Motor activities. Teach and model correct letter formation. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Holding Small Items / Button Clothing / zips	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego



XII RCPS-Reception Class Long term plan

		Start to cut along a curved line, like a circle				
LITERACY	<p>Comprehension ELG Children at the expected level of development will: - 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> <p>Word Reading ELG Children at the expected level of development will: - 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>Writing ELG Children at the expected level of development will: - 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>					
COMPREHENSION	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I can show interest and answer simple questions about the text. I use words that I know to check my reading makes sense	I can demonstrate understanding when talking about what I have read. I can repeat words or phrases to check my reading	I know that illustrations can help me make sense of my reading	I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
WORD READING	Firm Foundations in Phonics 1 Oral blending and segmenting. Identifying initial sounds Rhyming Chn to read books without words.	Secure the Basics 2 Learn a letter sound to match phase 2 letters Read cvc words containing basics 2 sounds.	Begin the Basics 3 Learn a letter sound to match phase 3 letters/digraphs/trigraphs. Read cvc words containing basics 3 sounds.	Secure the Basics 3 Learn a letter sound to match phase 3 letters/digraphs/trigraphs. Read cvc words containing basics 3 sounds.	Begin the Basics 3+ Learn a letter sound to match phase 3 + letters/digraphs/trigraphs. Read cvc words containing basics 3+ sounds.	Secure the Basics 3+ Read simple sentences with fluency. Read Basics 3+ words. Say the sound for each letter in the



XII RCPS-Reception Class Long term plan

		<p>Read Basics 2 tricky words.</p> <p>Use phonics fingers to s & b.</p> <p>Begin to read simple captions/short sentences.</p>	<p>Read Basic s3 tricky words.</p> <p>Use phonics fingers to s & b.</p> <p>Read and understand captions/short sentences.</p> <p>Teach letter names/Capital/lower case letters.</p>	<p>Read Basics 3 tricky words.</p> <p>Use phonics fingers to s & b.</p> <p>Begin to read Basics 2 words with speed.</p> <p>Read and understand captions/short sentences and check what makes sense/sounds right.</p>	<p>Read Basics 3+ tricky words.</p> <p>Begin to read Basics 2 words with speed.</p> <p>Read captions/short sentences consistent with my phonics knowledge by sound blending.</p> <p>I can re-read books showing increased accuracy and fluency.</p>	<p>alphabet and at least 10 digraphs.</p>
WRITING	<p>Texts as a Stimulus: Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing. Writing for a purpose in role play</p>	<p>Texts as a stimulus Recount, Name writing, labelling, talk for writing block, story map scribing. Retelling stories, Shopping lists. Build Basics 2 words. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels letter writing to Santa Writing tricky</p>	<p>Texts as a Stimulus: Rhyming words/sentences Instructions Captions Writing recipes, lists. Writing CVC/tricky words, Labels using CVC words. map drawing and labelling</p>	<p>Texts as a Stimulus: Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – Character descriptions. Order the Easter story Writing CVC words/tricky words.</p>	<p>Texts as a Stimulus Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. life cycles</p>	<p>Texts as a Stimulus: Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character</p>



XII RCPS-Reception Class Long term plan

		words such as I, to, the, no, go. Writing CVC words, Labels using CVC words.				description –sea creatures
MATHS	<p>Subitising within 3 Focus on counting skills up to 5 Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than Compare size/mass/capacity Exploring patterns</p>	<p>Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 Circles and triangles & Spatial awareness Comparing shapes</p>	<p>Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal Mass and capacity Length and height</p>	<p>Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers 3D shape Patterns</p>	<p>Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games Counting patterns/spatial reasoning</p>	<p>Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting Spatial reasoning Patterns</p>



XII RCPS-Reception Class Long term plan

		Night and day (routines/time)				
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XII RCPS-Reception Class Long term plan

<p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p>	<p>ALL ABOUT ME!</p>	<p>SUPERHEROES AND PEOPLE WHO HELP US!</p>	<p>HOUSES AND HOMES!</p>	<p>TERRIFIC TALES!</p>	<p>COME OUTSIDE!</p>	<p>UNDER THE SEA!</p>
<p>Understanding The World</p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Listen out for and make note of children's discussion between</p>	<p>Introduce children to different occupations and how they use transport to help them in their jobs. Comparing Tideswell (fictional) to Leigh Celebrating Hanukkah. Recognising that people have different beliefs Respecting difference Changing seasons: Winter Drawing using a paint package Magnet investigation. Whole school-sustainability/climate change. ADD IN FLORENCE NIGHTINGALE for past & present</p>	<p>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons. o Environments – Features of local environment Maps of local area (Digimaps) Comparing places on Google Earth – how are they similar/different? Drawing a simple map. Making a complete circuit.</p>	<p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives. Changing seasons: Spring Using Apps/cameras</p>	<p>Growth & Change:</p> <p>frog life cycle & Butterfly life cycle. I can show care and concern for living things in the environment I can start to develop an understanding of growth, decay and changes over time I can talk about some of the things I have observed such as plants, animals, natural and found objects I can tell you what a plant needs to grow (growing the beanstalk)</p>	<p>Materials:</p> <p>Floating / Sinking boat building Seasides long ago Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments. Investigating what should be</p>



XII RCPS-Reception Class Long term plan

	<p>themselves regarding their experience of past birthday celebrations.</p> <p>Using my senses to identify objects.</p> <p>Changing seasons: Autumn</p>		<p>Looking at household objects from the past.</p> <p>Long ago – How time has changed.</p> <p>Using cameras</p> <p>Online safety</p> <p>Celebrate Chinese New year</p> <p>Recognising that people have different beliefs</p> <p>Respecting difference</p>		<p>Nocturnal Animals</p> <p>Making sense of different environments and habitats</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants using cameras</p>	<p>found on a beach.</p> <p>What lives on a beach/in the water.</p> <p>Changing seasons: Summer</p> <p>conversation and in play</p> <p>Celebrating Divali.</p> <p>Recognising that people have different beliefs</p> <p>Respecting difference</p> <p>Controlling a floor turtle.</p>
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XII RCPS-Reception Class Long term plan

<p>GENERAL THEMES</p> <p><i>NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS</i></p>	<p>ALL ABOUT ME!</p>	<p>SUPERHEROES AND PEOPLE WHO HELP US!</p>	<p>HOUSES AND HOMES!</p>	<p>TERRIFIC TALES!</p>	<p>COME OUTSIDE!</p>	<p>UNDER THE SEA!</p>
<p>EXPRESSIVE ARTS AND DESIGN</p>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas. Investigating cutting, threading & joining</p>	<p>Superhero masks. Creating a Superhero Winter pictures. Firework pictures. Making an ornament for the Christmas Tree. Making Christmas cards/Hanukkah cards. Using story maps to retell stories. Learning Superhero songs & using claves. Investigating cutting, threading & joining</p>	<p>Use different textures & materials to make the Three Little Pigs houses. Drawing self-portraits. Making Chinese New Year cards and lanterns Three Little Pigs Music sessions (loud/quiet/fast slow) Exploring different mark making tools and patterns when drawing.</p>	<p>Learning songs for Mother's Day Assembly. Creating a necklace for Cinderella inspired by Vivienne Westwood. Castle pictures inspired by Mondrian & Kandinsky. Making Easter cards. Exploring different mark making tools and patterns when drawing.</p>	<p>Collaging /painting/creating 3D models of insects,plants and animals. Keeping a steady pulse, using the claves in different songs & pitch matching.</p>	<p>Sand pictures Fish collages Creating beach huts Paper plate fish Making lighthouses Making mermaids Designing and making boats. Creating artwork using Jackson Pollock's techniques. Tinting/shading techniques. Using clay to create Diva lamps.</p>