






Reception Long Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	All about Me	Celebrations	Journeys	Amazing Animals	Traditional Tales	
						
Key Text/s Oldbury Park Reading Spine books	Super Duper You Elmer	Rama and Sita Kipper's Birthday Where the Poppies Now Grow The Jolly Christmas Postman Babushka	The Naughty Bus 100 Decker Bus Martha Maps it Out Peepo	Handa's Surprise Non-fiction texts	Three Billy Goats Gruff Goldilocks and the Three Bears Little Red Hen	Jack and the Beanstalk
Supportive Texts	Meeshka Makes Friends Ravi's Roar Tilda Tries Again	Lola's Sint Winnie the Witch	Please Don't Chat to the Bus Driver Mrs Armitage on Wheels Mr Gumpy's Outing Little Red Riding Hood Lost and Found		Three Little Wolves and the Big Bad Pig	Jack and the Jellybean Stalk Oliver's Vegetables Oliver's Fruit Salad Non-fiction texts (plants)

Prime Areas

Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	All about Me	Celebrations	Journeys	Amazing Animals	Traditional Tales	
Listening, Attention and Understanding	Introduce listening skills	Using listening skills more consistently	Make comments in discussions	Use new vocabulary in discussions	Respond to discussions with relevant questions	Apply new vocabulary in context
Speaking	Engage in story times	Make predictions about events in stories	Offer explanations for why things happen	Listen and engage in discussions about non-fiction texts	Describe experiences using tenses and conjunctions	Talk about experiences from throughout the school year
	Develop vocabulary through listening and retelling stories	Describe events	Remember key points from stories			
	Learning rhymes and songs	Begin to use new vocabulary				

Personal, Social and Emotional Development

Self-Regulation	Meeting new people	What makes me special?	Talk about how to solve problems	Healthy food choices	Being a safe pedestrian	Keeping safe in the sun
Managing Self	Class rules, routines (Believe in Best) & values	Building respectful relationships	Showing resilience	Importance of regular physical activity	Problem solving	Follow instructions involving several ideas or actions
Building Relationships	Personal care routines – handwashing, teeth brushing	Independence – managing own clothes and getting changed			Working co-operatively	
	Talk about feelings/differences					

Physical Development

Gross Motor	<i>Movement</i>	<i>Coordination and balance</i>	<i>Speed and power</i>	<i>Control</i>	<i>Tactics and choices</i>	<i>Fitness</i>
Fine Motor	Learning to change independently	Fundamentals of movement	Ball throwing skills	Gymnastics	Team games	Write fluently
	Giving meaning to marks	Hold a pencil with increasing control	Kicking a ball with accuracy	Forming letters with accuracy	Using detail in drawings	Use scissors with accuracy
			Make snips with scissors			

Specific Areas

Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
------	----------	----------	----------	----------	----------	----------

Main theme	All about Me	Celebrations	Journeys	Dinosaurs	Traditional Tales	
Phonics	Daily RWI lessons					
Reading	Sharing and retelling traditional tales Understand print has meaning Character descriptions Linking sounds to letters Sequencing events Sharing opinions of characters	Discuss events Make predictions Spot and suggest rhymes within stories Continue developing segmenting and blending skills (VC/CVC)	Answer questions about stories that have been read to them Read CVC words, including digraphs	Use different forms of prints to retrieve information Exploring non-fiction text Read a caption	Check for sense when reading Use illustrations to create a narrative Engage in extended conversations about books that have been read to them	Discuss what they have read and answer questions Read simple sentences
Oldbury Reading Progression Spine (intertwined throughout the year – term specific focus)	Follows and anticipates patterns and repeated words or phrases, in familiar narratives. Recalls and sequences significant events in a text.	Makes links and comparisons between what happens in texts to their own experiences. Makes links and comparisons between what happens in texts to other stories they know.	Asks questions to understand what has happened in stories they have read or listened to. Finds specific information in simple texts they have listened to.	Retells a familiar story, including the main events. Makes predictions about characters and events in a text.	Gives opinions about characters based on their response to the text. Retells a familiar story, including the main events.	Checks whether possible meanings make sense in the context of the text. Speculates about the possible meanings of unfamiliar words met in reading.
Writing	-Representing name and initial sounds -Mark making -Giving meaning to marks -Writing initial sounds -Using initial sounds to label characters/ objects -Writing names and labels -Forming some identifiable letters -Writing CVC words		-Caption writing and tricky words -Writing CVC words -Captions and labels using CVC, CVCC and CVCC words -Guided writing (developing short sentences) -Practising correct letter formation -Beginning to write simple sentences		Writing simple sentences and phrases that can be read by others	
Poetry basket	Wise Old Owl Leaves are Falling Five Little Pumpkins	Breezy Weather I can Build a Snowman Carrot Nose	Cup of Tea Furry, Furry Squirrel Thunderstorm		Five Little Peas The Fox Under a Stone	A Little Seed I have a Little Frog A Little Shell

Maths						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Main theme	All about Me	Celebrations	Journeys	Amazing Animals	Traditional Tales	
Number Numerical Patterns	<ul style="list-style-type: none"> - Match & sort – colour and shape - Subitising - Compare size, mass and capacity - Copy simple patterns - Compare amounts within 5 	<ul style="list-style-type: none"> - one more/one less - composition to 5 - subitising - 2D shape 	<ul style="list-style-type: none"> - mass and capacity - represent numbers 0-5 - composition to 5 - represent 6, 7 and 8 - comparison – more than/fewer than 	<ul style="list-style-type: none"> - find and represent 9 and 10 - length and height - composition of 6, 7 and 8 - doubling - odds and evens 	<ul style="list-style-type: none"> - sharing and grouping - evens, odds and doubles - composition to 9 - composition of 10 – incl. bonds to 10 - addition - subtractions 	<ul style="list-style-type: none"> - numbers 11-20 - one more/one less - 3D shape - create patterns - consolidation

Understanding the World						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	All about Me	Celebrations	Journeys	Amazing Animals	Traditional Tales	
Past and present	<p>What is the past? Introduce and use the vocabulary ‘new’ and ‘old’, ‘past’ and ‘present’</p>	<p>Comment on images of familiar situations from the past - how they celebrate Christmas each year</p> <p>Remembrance – Consider the experiences of others’</p>	<p>Sort images and artefacts using the vocabulary ‘old’ and ‘new’, ‘past’ and ‘present’</p> <p>Notice similarities and differences between images of the past and present</p>	<p>Ask questions about the past</p> <p>Understand the past through settings, characters & events</p>		<p>Continue to explore chronology – life cycles</p>
People, Culture and Communities	<p>Talk about members of their family and community</p>	<p>Why is Christmas special for Christians?</p> <p>Why is Diwali special for Hindus?</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>How is Lunar New Year celebrated?</p> <p>Create own maps of well-known journeys</p>	<p>Why is Easter important to Christians?</p> <p>Keeping Healthy</p> <p>What happens during Ramadan and Eid?</p> <p>Similarities and differences of life in this country and others.</p>	<p>Describe immediate environment</p>	<p>Draw information from a simple map</p> <p>To begin to understand our impact on the environment</p>

The Natural World	Explore the natural world around them – school site, Forest School and outdoor area Making predictions	Forest School: Describe what they see, hear and feel whilst outside Understand the effect of changing seasons on the natural world around them (Autumn)	Understand the effect of changing seasons on the natural world around them (Winter) Changing states of matter – weather Understand simple scientific processes – floating/sinking	Understand the effect of changing seasons on the natural world around them (Spring) Make observations about animals Compare contrasting environments	Changing states of matter	Understand the effect of changing seasons on the natural world around them (Summer) Growing – plants
-------------------	---	---	---	--	---------------------------	---

Expressive Arts & Design						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	All about Me	Celebrations	Journeys	Amazing Animals	Traditional Tales	
Creating with materials	Painting – using different tools Printing – direct printing Malleable – manipulating playdough	Transient art - Exploring patterns and texture Malleable - Clay Shaping and using tools for effect (Sum 2 24/25)	Painting – Exploring colour mixing Junk modelling – joining with tape and glue	Printing – mono printing Observational drawing	Malleable – papier mache Junk modelling – joining with string and ribbon	Transient art – natural materials Collage with different materials (Aut 2 24/25)
Being imaginative and expressive	Learn and recall nursery rhymes Find the pulse	Sing Christmas songs Move in response to music	Retell stories Experiment with different instruments	Innovate stories Exploring how music impacts feelings	Invent/adapt stories Play instruments with increasing control	Invent/adapt stories Perform as part of a group