



Reception – Long term plan

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Theme | I am special, I am ME! | Night & Day and celebrations | Modern Tales | Modern Tales | The Farm | In the garden |
| Synopsis | "I Am Special, I Am Me" is a foundational topic designed to help the children develop self-awareness, confidence, and an appreciation of their individuality. Through a range of play-based, creative, and discussion-led activities, children will explore their identity, emotions, families, and what makes them unique. The topic lays the groundwork for personal, social, and emotional development while introducing early literacy, communication, and expressive arts. | We begin this topic by discussing what the children already know about night and day. During this topic Reception learn about nocturnal and diurnal animals that are native to the UK. As part of this unit we look at light and dark, shadows, space, changing states of matter, the seasons of the year and 'The Starry Night' by Van Gogh. This links to the Year 1 topic looking at seasonal changes in Science. | Modern tales builds on the 'Traditional Tales' topic in Nursery, enabling children to use their prior knowledge of traditional tales and how they are written. Children have the opportunity to explore characters, settings and endings as well as writing their own. They bring their learning to life through imaginative role play. This topic gives children's the basics of story structures and language to be built upon in Year 1. | This topic allow children to expand on their understanding of settings, events and principal characters. Children will compare and see differences in creatures and their environmental homes/habitats. The topic will begin with creatures the children may be more familiar with, and then extended to beyond local environment. | During this topic, the children will develop knowledge and understanding of the farm, work that a farmer does and how farming has changed over the years. They will have the opportunity to observe the life cycle of a chicken through the 'Living Eggs' experience. This includes observing the eggs hatching, taking care of the newly hatched chicks and handling them with care. They also go on a trip to a farm, here they have first-hand experiences of farm animals. | 'In the Garden' builds on the experiences and knowledge that the children acquired in Nursery during the topic of 'Minibeasts'. During this topic, children develop an understanding of; growth, change and decay. They have the opportunity to observe and gain knowledge of the life cycles of; plants and butterflies. The topic allows children to show responsibility for their environment and gain an understanding of growth over time. This topic follows on to the Year one science topic 'Plants'. |
| Crucial Curriculum Content (3Cs) Key Knowledge | To know that I am unique – there is no one else exactly like me. I know who is in my family and can talk about them. I know that I belong to a family, a class, and a school. | Explore the natural world around them and name some nocturnal animals. To understand the changes which happen in the day/night-time. Understand some important processes and changes in the natural world around them. | To describe main story settings, events and principal characters in increasing detail. To use vocabulary, they have met in books in a range of other contexts, including role play. To identify similarities and differences in familiar stories. | To be able to discuss the natural world around them. To know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. To understand animals live in different habitats. | To know features of a farm and which animals live on the farm. To understand the purpose of a farm and how farming has changed from the past. To understand the natural world and some contrasting environments | To understand the key parts to a lifecycle. To understand the differences between plants and animals. To know how to respect and care for the environment around them. |
| Enrichment Trips/visits/visitors | Parent event – breakfast with a book sharing family photos | Alvaston park visit Christmas panto | Trip to the forest to hunt for the Gruffalo | Global story time or food tasting sessions for parents | Farm Visit | Animal in hands |
| Quality texts Fiction, non-fiction, poems, rhymes etc. | All are welcome Dogger The three little pigs The big book of nursery rhymes EACH, PEACH, PEAR, PLUM | Night monkey, day monkey Whatever next! Stickman You choose, space Jesus' Christmas party The best Diwali ever Little Glow Owl babies Night animals | The Gruffalo The Gruffalo's child We're going on a bear hunt Zog The snail and the whale Monkey Puzzle We're going on an egg hunt The big book of the blue | Little red and the very hungry lion Handa's Surprise Jack and the beanstalk Zog The snail and the whale Monkey Puzzle The big book of beasts | Farmer Duck What the ladybird heard The little red hen From egg to chicken A day at Greenhill farm A squash and a squeeze The big book of bloom | Superworm The woolly bear caterpillar Oliver's vegetables Bloom Caterpillar to butterfly Mad about minibeasts Ten seeds The big book of bugs |
| Rhymes | Humpty dumpty Hickory dickory dock | 5 little monkeys Hey diddle, diddle | 1,2,3,4,5 once I caught a fish alive 5 little men | 10 green bottles Down in the jungle (change to places) | 5 little speckled frogs Mary, Mary | Old McDonald had a farm Little miss muffet |



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| Phonics | Harmony Trust Framework Phase 1/2 | Harmony Trust Framework Phase 2 | Harmony Trust Framework Phase 3 | Harmony Trust Framework Phase 3 | Harmony Trust Framework Phase 3/4 | Harmony Trust Framework Phase 3/4 |
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| Maths | <p>"NCETM Week 1 - Subitising within 3</p> <p>NCETM Week 2 - Counting, cardinality and ordinality within 5</p> <p>NCETM Week 3 - Composition of 3 and 4</p> <p>NCETM Week 4 - Subitising within 4</p> <p>NCETM Week 5 - Comparison 'more than' 'fewer than' within 5</p> <p>SSM – Positional language</p> | <p>NCETM Week 6 - Counting, ordinality and cardinality within 5</p> <p>NCETM Week 7 - Comparison 'more than' 'fewer than' 'an equal number' within 5</p> <p>NCETM Week 8 - Composition 'wholes' and 'parts'</p> <p>NCETM Week 9- Composition of 3,4 and 5</p> <p>Week 10 - Counting, ordinality and cardinality within 5</p> <p>SSM - Measure (length, height and weight)</p> | <p>NCETM Week 11 - Subitising within 6</p> <p>NCETM Week 12 - Counting, ordinality and cardinality within 5 '1 more'</p> <p>NCETM Week 13 - Composition of 5</p> <p>NCETM Week 14 - Composition of 6 and 7 '5 and a bit'</p> <p>NCETM Week 15 - Comparison 'more than' 'fewer than' 'an equal number' within 8</p> <p>SSM – 2D shape</p> | <p>NCETM Weeks 16 - Counting, ordinality and cardinality including counting beyond 20</p> <p>NCETM Week 17- Comparison 'more than' 'fewer than' 'an equal number' within 8</p> <p>NCETM Week 18- Composition of 7</p> <p>NCETM Week 19 - Subitising and doubling patterns</p> <p>NCETM Week 20 -Composition doubles to 10 and even and odd numbers</p> <p>SSM -Pattern</p> | <p>NCETM Week 21 - Cardinality, ordinality and counting. Counting larger numbers of objects and counting on from a given number.</p> <p>NCETM Week 22 - Subitising using doubles to support skills.</p> <p>NCETM Week 23 - Composition. Visualising and using spatial language to describe groups 'whole' within 5.</p> <p>NCETM Week 24 - Composition of 10</p> <p>NCETM Week 25 - Comparison ' more than', 'fewer than' 'an equal number' within 10</p> <p>SSM -Measure (volume and capacity)</p> | <p>"NCETM Week 26- Subitising within 5 including on a rekenrek</p> <p>NCETM Week 27 - Comparison (Review and assess)</p> <p>NCETM Week 28 - Counting beyond 20. Review and assess</p> <p>NCETM Week 29 - Patterns within numbers to 10 (Review and assess)</p> <p>NCETM Week 30 - Recall (Review and assess)</p> <p>SSM - 3D Shape</p> |
| <p>Gross Motor Development</p> <p>Sequence of learning to support gross motor development</p> <p>Real PE</p> | <p>Dough disco (bilateral coordination)</p> <ul style="list-style-type: none"> -Squeezing -Crocodile splat -up/down -Rolling <p>Personal skill focus: Week 1-3 Coordination – footwork Week 4-6 Static balance – one leg</p> | <p>Dough disco</p> <ul style="list-style-type: none"> -Squeezing -Rolling -pinching -rolling up and down -Rolling side to side -Piano playing <p>Social skill focus: Week 7-9 dynamic balance to agility – jumping and landing Week 10-12 Static balance - Seated</p> | <p>Squiggle with ribbons (2 weeks) (Pencils remainder of the weeks)</p> <ul style="list-style-type: none"> -Big and small circles -up/down/side -X -Squares -Triangles <p>Cognitive skill focus: Week 13-15 dynamic balance – on a line Week 16-18 static balance- stance</p> | <p>Handwriting – Letter formation</p> <p>Creative skill focus: Week 19-21 coordination – ball skills Week 22-24 counterbalance- with a partner</p> | <p>Morning job – Caption writing</p> <p>Physical skill focus: Week 25-27 coordination – sending and receiving Week 28-30 agility – reaction/response</p> | <p>Morning job – Sentence writing</p> <p>Health and fitness focus: Week 31-33 Agility- ball chasing Week 34-36 static balance – floor work</p> |
| <p>Communication and language</p> <p>End of term curriculum goals taken from scrolls for:</p> <p>Listening attention and Understanding</p> <p>Speaking</p> | <p>Pay attention to more than one thing at a time.</p> <p>Enjoy listening to longer stories and can remember what happens.</p> <p>To understand an instruction e.g., get your coat and line up.</p> <p>To speak in a sentence using 4-6+ words</p> <p>To use a wide range of vocabulary.</p> | <p>Understand 'how' and 'why' questions.</p> <p>Understand how to listen carefully and why listening is so important.</p> <p>To learn new vocabulary and begin using it.</p> <p>Engage in story time and offer ideas.</p> <p>To be able to articulate their thoughts and ideas in well-formed sentences.</p> | <p>ELG</p> <p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</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.</p> | | | |



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| | | | 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><u>Personal, social, and emotional development</u></p> <p>End of term curriculum goals taken from scrolls for:</p> <p>Self-regulation</p> <p>Managing self</p> <p>Building relationships</p> | <p>Begin to express their feelings and how others feel e.g. that has made me feel happy.</p> <p>Valuing themselves and others e.g., learning about other children and their families.</p> <p>Manage own personal hygiene e.g., washing hands before snack time</p> <p style="text-align: center;">Beginning to take turns with others independently.</p> | <p>Strategies for managing emotions e.g. a calm corner and sensory basket.</p> <p>Show resilience and perseverance e.g. achieving a goal ‘challenge task’ and ‘can do’ attitude.</p> <p>Build respectful relationships e.g. caring about others, and listening to others.</p> | <p style="text-align: center;"><u>ELG</u></p> <p>Show an understanding of their feelings and others and be able to regulate their behavior accordingly.</p> <p>Working towards end goals, being able to wait for what they want and controlling impulses.</p> <p>Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices.</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p> |
| <p><u>Physical development</u></p> <p>End of term curriculum goals taken from scrolls for:</p> <p>Complete P.E</p> <p>Gross motor</p> <p>Fine motor</p> | <p>Always using their dominant hand when using a pencil with good control.</p> <p>Collaborate with others to move large items e.g. polydron and crates.</p> <p>Independently getting dressed and undressed, including putting their coat on.</p> | <p>Be able to use tools appropriately e.g., forks, scissors, pencils etc.</p> <p>Teach correct letter formation for children to sometimes use it correctly.</p> <p>Able to roll, crawl, climb, hop, skip and jump.</p> <p>Develop control and grace when moving e.g., twirling slowly to calm music</p> <p>Develop overall body strength and coordination e.g., riding a 2 wheeled bike without stabilisers.</p> <p>Good posture when sitting at a table or on the floor.</p> | <p style="text-align: center;"><u>ELG</u></p> <p>Hold a pencil effectively in preparation for fluent writing</p> <p>Using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p> |



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| <p>Literacy</p> <p>End of term curriculum goals taken from scrolls for:</p> <p>Word reading</p> <p>Comprehension</p> <p>Writing</p> | <p>Hears and says the initial sound in words.</p> <p>Shows awareness of rhyme and alliteration.</p> <p>Blend sounds into words so they can read short words.</p> <p>Shows interest in illustrations and words in print and digital books and words in the environment.</p> <p>Recognise familiar words and signs such as their own name.</p> <p>Understand the past through objects, characters, encounters and settings in books and stories in class.</p> <p>Know their immediate environment using knowledge from observation, discussion, stories, and texts including maps.</p> <p>Write their name independently.</p> <p>Write some simple words using their phonic knowledge.</p> | <p>Know some similarities and differences between things now in the past through stories that have been read to them.</p> <p>Read simple words and phrases, with known letter – sound correspondence and a few exception words.</p> <p>Read words consistent with their phonic knowledge by sound blending.</p> <p>Read a few common exception words.</p> <p>Spell words by identifying sounds and representing them with letters.</p> <p>Write simple phrases and begin to write simple sentences with support.</p> | <p>ELG</p> <p>Demonstrate an understanding of what has been read to them by retelling stories, narratives and using their own words and recently introduced vocabulary.</p> <p>Anticipate, where appropriate, key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, rhymes, and poems and during role play.</p> <p>Say a sound for each letter of the alphabet and at least 10 digraphs.</p> <p>Read aloud words and simple sentences and books that are consistent with their phonic knowledge, using sound blending, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing sounds and letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> |
| <p>Maths</p> <p>End of term curriculum goals taken from scrolls for:</p> <p>Number</p> <p>Numerical pattern</p> <p>SSM</p> | <p>Compare sets of objects by matching.</p> <p>Subitising small amounts to 3.</p> <p>Verbally counting numbers to 10.</p> <p>Link the numeral with the objects – 5.</p> <p>Compare numbers to 3.</p> <p>. To talk about length, weight, height, and capacity (SSM)</p> <p>Use positional language including 'turns' (SSM)</p> | <p>Begin to develop the language of 'whole' when talking about objects which have parts.</p> <p>Beginning to Subitise numbers to 5.</p> <p>Composition of numbers to 7.</p> <p>Automatically recall number bonds to 5.</p> <p>Count objects, actions and sounds.</p> <p>Verbally beginning to count to 20.</p> <p>Link the numeral to the objects – 10.</p> <p>Compare numbers to 5.</p> <p>Continue copy and create repeating patterns (SSM)</p> <p>Discuss properties of 2D shapes (SSM)</p> | <p>ELG</p> <p>Have a deep understanding of numbers to 10, including the composition of number.</p> <p>Subitise up to 5.</p> <p>Automatically recall number bonds to 5 and some number bonds to 10, including double facts.</p> <p>Verbally count beyond 20.</p> <p>Compare quantities up to 10 in different contexts, recognising when 1 is greater than, less than or the same.</p> <p>Explore and represent patterns with numbers up to 10, including odds and evens, double facts and how quantities can be distributed equally.</p> <p>SSM:</p> <p>Discuss properties of 3D shapes (SSM)</p> <p>To be able to talk about volume and capacity (SSM)</p> |



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| <p><u>Understanding the world</u></p> <p>End of term curriculum goals taken from scrolls for:</p> <p>Past and present</p> <p>People culture and communities</p> <p>The natural world</p> | <p>Know some similarities and differences of some things in the past and now that have been encountered in books.</p> <p>To recognise objects from the past through role play, stories, and environments.</p> <p>To know what animals we could have as pets and what animals live in the wild.</p> <p>To know what Bonfire night is a celebrate it.</p> <p>To celebrate Diwali.</p> <p>To celebrate Christmas.</p> <p>To know what life is like in different countries through stories.</p> <p>To know we live in Derby which is in England.</p> <p>Take part in different tests making observations and simple predictions e.g. ice melting.</p> <p>To know what animals, we could have as pets and what animals live in the wild.</p> | <p>Identify different ways how to sort objects into different categories.</p> <p>To know some animals are extinct e.g., dinosaurs.</p> <p>To know objects our families would have used that are different to now e.g., camera/typewriter.</p> <p>To know different ways we can travel.</p> <p>To explore hot and cold countries and what we may see there</p> <p>Talk about how they can make an impact on the natural world.</p> <p>To know what animals, live in hot/cold places and underwater.</p> <p>To know what Easter is and celebrate it.</p> <p>To know and name some countries around the world.</p> <p>To know some simple facts about places around the world.</p> | <p>ELG</p> <p>Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been reads to them in class.</p> <p>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 text and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read to them in class.</p> <p>Between 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> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on experiences of what has been read to them in class.</p> <p>Understand some important processes and changes in the natural world around them, including seasons and changes of matter.</p> |
| <p><u>Expressive arts and design</u></p> <p>End of term curriculum goals taken from scrolls for:</p> <p>Creating with materials</p> <p>Being imaginative and expressive</p> | <p>Know how to roll, cut, and shape malleable materials e.g., dough</p> <p>To know we can construct and build from simple objects.</p> <p>To know, recognise and name different colours.</p> <p>To know how to use our voices to make different sounds.</p> <p>To know how to play an instrument e.g., tapping a drum.</p> | <p>To know we can shape and model using a variety of different tools.</p> <p>To know when paint is mixed it changes colour.</p> <p>To know different tools with make different marks.</p> <p>To assemble, join and combine materials.</p> <p>To play musical instruments to create sound effects for stories and rhymes.</p> <p>To invent and change nursery rhymes and stories.</p> <p>To know how to move and act to music.</p> | <p>ELG</p> <p>Safely use and explore a variety of materials, tools, and techniques, experimenting with colours, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt, and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and song.</p> <p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> |

