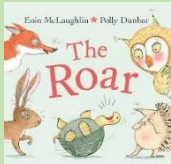



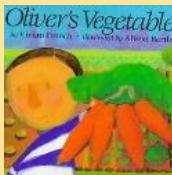



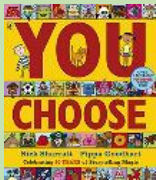


BRPS

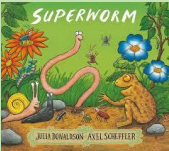
Reception - Long term planning

	Autumn		Spring		Summer	
Topic	What is special?	Celebrations	Frozen world	Watch me grow	Amazing animals	Where we live
We will learn about...	Who am I?	Seasonal Change Christmas Bonfire Night	Frozen Planet Seasonal Change	Seasonal Change How we change	Minibeasts Growing and Changing Farming	Maps Around the world Local area
Focus Narrative Texts (subject to change)	The Colour Monster The Roar The Artist	The Leaf Thief The Gingerbread Man What the ladybird heard at Christmas	Lost and Found I definitely don't like winter! The Big Freeze	Goodbye Winter, Hello Spring! The Queens hat	Oliver's Vegetables What the Ladybird Heard The giant jam sandwich Spinderella	<i>Martha maps it out</i> What the ladybird heard on holiday The everywhere bear
Focus Non-Fiction Texts (subject to change)	You Choose Little People Big Dreams - Mae Jemison	Pumpkin Soup (recipe)	Little People Big Dreams - Ernest Shackleton Arctic Animals	Healthy Eating Little People Big Dreams - Queen Elizabeth <i>Toys in the past</i>	The big book of bugs Usborne Beginners Spiders	Recount from a local trip

<p>Wider Curriculum Texts</p>	<p>Superworm Who's in your family Hair love Billy and the beast</p> <p>My two Grandads Courageous people who changed the world Paddington at the Palace</p> <p>We're going on a bear hunt Squash and a squeeze</p>	<p>Room on the broom Stickman Goodbye summer, hello Autumn! Jingle spells Santa Post</p> <p>The best pumpkin soup</p> <p>First Festivals: Diwali The story of Rama and Sita The Christmas Story</p> <p>Rosie's walk</p>	<p>Poles Apart Snowball The Journey Home</p> <p>Room on the broom Kippers toybox The snail and the whale</p>	<p>The Tiny Seed The Growing Story</p> <p>The Hungry Caterpillar Peepo!</p> <p>Dear Earth Easter Story</p> <p>Jasper's beanstalk Titch</p>	<p>Squash and a squeeze Tad</p> <p>Big box of shapes Grandpa's quilt</p> <p>First festivals</p>	<p>Where the wild things are Clean up! Meerkat mail The hundred decker bus The lonely beast</p> <p>The wise and foolish builder Ganeshas Great Race</p> <p>The squirrels who squabbled Ness the nurse</p>
<p>Possible nursery rhyme /song links</p>	<p>If you're happy and you know it Polly put the kettle on 10 in a bed Hickory Dickory Dock Three little ducks</p>	<p>ABC song Twinkle, twinkle Nativity songs Autumn leaves are falling down The Hedgehog song 1,2,3,4,5 once I caught a fish Five currant buns</p>	<p>A sailor went to sea Here we go round the mulberry bush Row, row, row your boat Five little monkeys Five little snowmen</p>	<p>Head, shoulders, knees and toes Sing a song of sixpence Rock a bye baby London bridge Ten in a bed Ten green bottles</p>	<p>5 little speckle frogs Spring chicken Hickory dickory dock Ring o' roses Tiny Spider Caterpillar on a Leaf One Ted falls out of bed</p>	<p>Down in the Jungle Over the deep blue sea Wheels on the bus Teddy bear, teddy bear The bear went over the mountain</p>

<p>Key Vocabulary linked to focus texts</p>	<p>Helping, super strong, super long, kindness, respect, houses, homes, buildings,</p>	<p>Creak, twanged, daunted, scuttled, scared, dreadful. Autumn, leaves, pumpkins, woodland, recipes, lists, friendship, kind, help, baker,</p>	<p>Floated, disappointment, harbour, South Pole, discovered, as big as mountains, delighted, lonely</p>	<p>London, Queen, Big Ben, butler, Queen's men, maids, palace, corgi, sailed, whoosh, floated</p>	<p>garden, vegetable patch, leaves, crinkly, delicious, scrubbed, peel, chop, cut, pick</p>	<p>Tumbled, whooshed, harbour, cheerfully, squawked, library, crane,</p>
<p>Unit and Skills Narrative (Supported throughout the year with drawing club)</p>	<p>Text: </p> <p>Oral Outcome: re-tell abridged story, taking on the role of a character Written Outcome: speech bubble</p>	<p>Text: </p> <p>Oral Outcome: retelling using abridged version recalling the order of the places Written Outcome: create a map using the places in the home use pictures and words.</p>	<p>Text: </p> <p>Oral Outcome: share what they would do if they had a lost animal on their door. Use colourful semantics to support sentence structure Written outcome: Design a suitcase, draw and write what the boy might need to pack in his suitcase to the</p>	<p>Text: </p> <p>Oral Outcome: re-telling of abridged version via sentence story map. Written Outcome: simple repetitive sentences (The men ..., The hat went...) Innovated story oral/ written</p>	<p>Text: </p> <p>Oral Outcome: re-telling of abridged version via sentence story map including adjectives, e.g. <i>crunchy carrot</i> Written Outcome: innovation (Oliver has found some fruit!) of what Oliver dug for abridged version including adjectives 'He</p>	<p>Text: </p> <p>Oral Outcome: Learning the repeated phrase for where the everywhere bear goes, using actions to support recall Written Outcome: where would you like your bear to go? Create a simple refrain as a group. Draw and write using sentence story maps their new</p>

			South Pole, thinking about the weather and the journey the boy and the penguin took.		dug.... He found.... He picked..... He pulled.....'	refrain and share with others.
Unit and Skills Non-Fiction (Supported throughout the year with drawing club)	Text:  Oral and or Written Outcome: labelling, signs, environmental print	Text:  Oral Outcome: create a recipe card to recall how to make pumpkin soup. Written Outcome: Write / draw their own recipe for a soup, using the 3-step format from pumpkin soup.	Text: Arctic animals Oral Outcome: Present a 'news round' session about an arctic animal in small groups recalling the facts we have learnt. Written Outcome: Draw their own poster for their animal, drawing where they live and what they like to eat.	Text: Castle Oral Outcome: oral recount (using props) of recent experience of visiting the castle using new vocabulary learnt Written Outcome: Incidental writing: create an invitation to invite a friend on the trip with them. Using the features of an invitation	Text:  Usborne Beginners Spiders Hook: create a giant spider's web in the classroom Oral Outcome: act out being the spider, weaving the web and catching its prey. Technical vocab, sequencing Written Outcome: labelled drawing of a spider at the start of the unit then a labelled diagram at the end, captions, vocab work	Text: Recount non-fiction Oral Outcome: oral recount (supported by pictures/photographs) of recent experience to introduce key vocabulary Written Outcome: Incidental writing read and reply to a letter inviting the class on a trip Final Outcome: a written recount of a trip for the end of the year, sequencing images from the day as a

						recount map before writing.
Unit and Skills Poetry (Supported throughout the year with drawing club)	<p>Text: </p> <p>Oral outcome: to use story map to remember the repeated refrain.</p>	<p>Text: 'I am the baker man' https://www.bbc.co.uk/teach/school-radio/articles/zkjr4j</p> <p>Oral Outcome: innovate the foods, e.g. pumpkin soup. Use a shared poetry map to help internalise and innovate orally with pictures</p>	<p>Text: Row Row Row your boat</p> <p>Oral Outcome: Act out the rhyme and learn the innovations.</p> <p>Written Outcome: Use a story map to innovate the ideas using rhyme</p>	<p>Text: London Bridge is falling down</p> <p>Oral Outcome: Use props for learning and retelling the rhyme</p>	<p>Text: Tiny Caterpillar on a leaf</p> <p>Oral Outcome: recall the rhyme and learn from memory</p> <p>Written Outcome create life cycle of the caterpillar using new vocabulary</p>	<p>Text: Teddy Bears Picnic</p> <p>Hook: create a teddy bears picnic in the class / outside with a sign 'Today is the day of the Teddy Bears Picnic'</p> <p>Oral Outcome: learn the chorus for this rhyme</p> <p>Written Outcome children to write a letter asking if they can join the teddy bears picnic</p>
Possible Enrichments (Subject to change)	Walk around the school - exploring the grounds	Autumn Walk Christmas Play FC visit and party	Ice Theme Day Explorers Day Church Visit	Planting EYFS afternoon	Farm Visit / Tractor Visit	Local Walks Teddy Bear Picnic at the Park Sports Day
Celebrations	Harvest Festival	Remembrance Day Diwali Bonfire Night	New Year RSPB Big Birdwatch Chinese New Year	Pancake Day World Book Day Science Week Mother's Day		Father's Day

		Christmas Jumper Day Christmas	Children's Mental Health Week Valentine's Day	Easter		
We will learn about...	Who am I?	Seasonal Change Christmas Bonfire Night	Frozen Planet Seasonal Change	Seasonal Change How we change	Minibeasts Growing and Changing Farming	Maps Around the world Local area
Communication and Language	<p>Understand how to listen carefully and why listening is important.</p> <p>Articulate ideas and thoughts in sentences.</p> <p>Start a conversation with an adult or friend and continue it for many turns.</p> <p>Develop social phrases.</p>	<p>Engage in story times</p> <p>Learn new vocabulary and use it throughout the day, including in different contexts.</p> <p>Articulate ideas and thoughts in well-formed sentences.</p> <p>Listen carefully to rhymes and stories.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p>	<p>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Listen to and talk about selected non-fiction</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Use talk to help work out problems and organise thinking and activities, explain how things work and why they might happen.</p> <p>In non-fiction, develop a deep familiarity with new knowledge and vocabulary</p>	<p>Take part in group and whole class discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Listen to stories, books and conversation and respond with relevant questions.</p> <p>Use new and relevant vocab to explain ideas</p>	<p>Comment about what they have heard and ask questions to help understand.</p> <p>Use conjunctions in sentences</p> <p>Use past, present and future forms</p> <p>Predict what will happen and explain why they think that.</p> <p>Offer explanations for why things might happen</p>
Personal, Social and Emotional	Choose resources, areas and activities independently.	Talk about what they would like to choose.	Begin to have own ideas and work towards simple goals	Build constructive and respectful relationships Work in a group and take turns with others	Know and talk about the factors that support their overall wellbeing- healthy eating Kapow - DT	Show sensitivity to own and others' feelings. Work and play co-operatively.

<p>Development</p>	<p>Follow rules and understand why they are important.</p> <p>Develop independence in transitions, putting things away in the morning, getting things out of bags, dressing for outside play.</p> <p>Identify and begin to moderate their own feelings.</p> <p>Express their feelings.</p> <p>Manage their own needs (personal hygiene)</p> <p>Kapow -Self regulation - my feelings</p>	<p>Begin to take part in group activities and discussions</p> <p>Play cooperatively with others</p> <p>Talk about similarities and differences and see themselves as a valued individual.</p> <p>Kapow - Building relationships - special relationships</p>	<p>Build confidence to try new activities and show independence.</p> <p>Show resilience and perseverance in the face of challenge.</p> <p>Develop confidence in using own ability to solve problems.</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Kapow - Managing self - taking on challenges</p>	<p>Consider the feelings of others.</p> <p>Think about the perspectives of others. Form positive attachments to adults and friends.</p> <p>Kapow - Building relationship - my family and friends</p>	<p>Explain the reasons for rules, know right from wrong</p> <p>Identify and moderate their own feelings socially and emotionally.</p> <p>Kapow - Self regulation - listening and following instructions</p>	<p>Explore friendships and how to be a good friend in play and group times.</p> <p>Form positive attachments.</p> <p>Kapow - Managing self - my wellbeing</p>
<p>Physical Development</p>	<p>PE- Lancs PE passport</p> <p>Revise and use fundamental movement skills</p> <p>Use a range of small tools including scissors, paintbrushes and cutlery developing control.</p>	<p>PE- Lancs PE passport</p> <p>Move in a variety of ways with increasing fluency, control and grace.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills needed to manage</p>	<p>PE- Lancs PE passport</p> <p>Negotiate space and obstacles safely</p> <p>Develop body strength, co-ordination, balance and agility.</p> <p>Use a range of tools effectively including pencils and scissors</p>	<p>PE- Lancs PE passport</p> <p>Move energetically in a variety of ways</p> <p>Confidently and safely use apparatus indoors and outdoors.</p> <p>Begin to show accuracy and care when drawing</p>	<p>PE- Lancs PE passport</p> <p>Demonstrate different ways of moving, negotiating space and obstacles safely with consideration for themselves and others.</p> <p>Hold a pencil effectively.</p> <p>Revise and refine the fundamental skills</p>	<p>PE- Lancs PE passport</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Use a range of small tools effectively- drawing/writing with accuracy</p>

	Use core muscle strength to achieve good posture when sitting at tables or on the floor.	the school day- lining up, mealtimes etc.	Combine different movements with ease and fluency	Use a range of tools to cut		Confidently use a range of apparatus inside and outside
Literacy	<p>Develop fine motor skills with tools and drawing, writing names, forming letters.</p> <p>Listen to stories and retell</p> <p>Use phase 1 phonics skills</p> <p>Begin to read individual letters by saying their sounds.</p> <p>Blend sounds into words.</p> <p>Start to form some letters correctly.</p>	<p>Retell stories through small world and role play</p> <p>Describe events in familiar stories and predict events (join in)</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Blend sounds into words</p> <p>Begin to write more recognisable letters</p>	<p>Anticipate key events in stories</p> <p>Sequence and retell stories</p> <p>To spell words by identifying sounds in them and representing with letters</p> <p>Begin to read simple phrases and sentences made up of words with known GPCs/ exception words.</p> <p>Read a few common exception words matched to the phonics scheme.</p>	<p>Use vocabulary and knowledge from stories and books</p> <p>Begin to write simple phrases</p> <p>Read simple phrases and sentences made up of words with known GPCs/ exception words.</p> <p>Form letters correctly.</p>	<p>Use and understand new recently introduced vocabulary</p> <p>Write short sentences with words with known GPCs/ exception words.</p> <p>Reread what they have written to check it makes sense.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Retell stories and narratives using own words</p> <p>Say a sound for each letter of the alphabet</p> <p>Read aloud simple sentences and books consistent with their phonics knowledge, including some Common exception words</p> <p>Write simple phrases and sentences which can be read by others</p> <p>See ELGs</p>
Mathematics (NCETM Mastering number supplemented)	Subitising within 3, counting skills, exploring how numbers are made of ones, composition of 3 and 4, comparing using 'more' and 'less.'	The five-ness of five, comparing by matching, exploring wholes and parts, composition of 3, 4 and 5, object counting, matching numerals to quantities within 10.	Subitising within 5, matching numerals to quantities within five, the staircase pattern, focus on 5, 6 and 7. The language of comparison.	The staircase pattern and ordering numbers, ordering numbers to 8, doubles, sorting numbers (odd and even). 3d shapes	Counting larger sets, subitising to 6, composition (five and a bit), composition of 10, track games.	Subitising to 5, introducing the rekenrek, recall of bonds to 5, composition of numbers to 10, number patterns and counting.

with White Rose Maths).	Compare mass, length and capacity Exploring pattern	Circles and triangles Squares and rectangles Positional language	Compare mass and capacity. Length, height and time.			See ELGs
<p>Understanding the World</p> <p>Science History Geography Computing</p>	<p>Discussion about themselves and their similarities and differences- highlight diversity between people</p> <p>Talk about familiar and special people</p> <p>Describe the local environment, using all their senses to explore the natural and urban world.</p> <p>Kapow - Adventures through time</p> <p>Can talk about past events in their lives.</p> <p>Begin to understand about the past through settings, characters and events in books or storytelling.</p> <p>Comment on images of familiar situations in the past.</p>	<p>Kapow - Outdoor adventures</p> <p>Make more careful observations (e.g. "The leaves are changing colour") and use relevant vocabulary</p> <p>Begin to notice and understand some important process and changes in the natural world including seasons</p> <p>Describe what they see, hear and feel outside.</p> <p>Know some similarities and differences between religious and cultural communities- explore different celebrations through books and stories e.g. Christmas, Bonfire Night, Diwali, etc.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Kapow</p>	<p>Kapow - Around the World</p> <p>Know some similarities and differences between the world around them and contrasting environments (cold environments)</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts, photographs and maps.</p> <p>Recognise some environments which are different to the one in which they live.</p> <p>Begin to notice and understand some important process and changes in the natural world including seasons and changing states of matter</p>	<p>Kapow - Peek into the past</p> <p>Talk about past events in their lives.</p> <p>Compare the past and now.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Can talk about changes from when they were a baby.</p> <p>Understand some of the processes in the natural world- life cycles of people</p> <p>Kapow Programming 1 - All about instructions</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Understand some of the processes in the natural world- life cycles - plants and animals</p> <p>Describe and explore the world around them</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate - maps</p> <p>Kapow Programming 2 - Bee Bots</p>	<p>Kapow - Exploring maps</p> <p>Compare the local environment and other places around the world</p> <p>Describe other environments</p> <p>Use and understand simple maps</p> <p>Look at life in the past e.g. grandparents holidays- photos, books, etc.</p> <p>Kapow Data handling - introduction to data</p>

		Computing systems and networks - Using a computer	Kapow Computing systems and networks - exploring hardware			
Expressive Arts and Design Music Art and DT	<p>Kapow - Art - Marvellous marks</p> <p>Explore using a variety of tools and techniques to express their ideas and feelings.</p> <p>Charanga- Me! Sing a range of nursery rhymes Begin to find the pulse - move in time to music</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Create props which can be used to re-create well known stories</p> <p>Develop storylines in their pretend play</p> <p>Kapow - DT - Cooking</p> <p>Safely use tools to cut</p> <p>Create collaboratively</p>	<p>Kapow - Art - Sculpture & 3D</p> <p>Use tools and techniques with new materials to develop 3D sculptures</p> <p>Return to and build on previous learning, refining ideas and developing their ability to represent ideas.</p> <p>Perform songs and stories</p>	<p>Make use of props and materials in the role play area to re-create well known stories</p> <p>Kapow - DT - Junk modelling (Creative area provision)</p> <p>Charanga- Our World! Show others how you find the pulse Engage and explore music making</p>	<p>Kapow - Art - Craft & design</p> <p>Paper craft Share creations and talk about what they have used</p> <p>Invent and adapt stories through their role play and small world play</p> <p>Charanga- Big Bear Funk Copy and clap 3- or 4- word phrases from songs</p>	<p>Kapow - DT - Boats</p> <p>Safely use a variety of tools and techniques to construct</p> <p>Share their creations, explaining the process they have used.</p> <p>Charanga- Reflect, Rewind, Replay Perform songs, rhymes, poems and stories with others, and - when</p>

	<p>Listen attentively, move and talk about music, expressing their feelings and responses</p>	<p>Kapow - Art - Painting & mixed media</p> <p>Explore colour, design and texture</p> <p>Charanga- My Stories! Continue to find the pulse Copy and clap rhythm of parts of songs Explore high and low pitch in songs Create a patter to go with a song using one note Sing in a group or on their own</p>	<p>Charanga- Everyone! Develop skills inventing ways to find the pulse Copy and clap rhythm in songs Explore high and low pitch in songs Develop creating patterns with 1 or 2 notes</p>		<p>Keep the beat with a pitched note Explore creating patterns with 3 notes</p>	<p>appropriate try to move in time with music. Perform songs, rhymes and stories.</p>
--	---	--	--	--	---	--