



# Merrylands Reception Long Term Plan



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main Theme</b> (but not limited to..)	NB: These themes may be adapted at various points to allow children's interests to flow through the provision.					
	It's Good to be ME!	Celebrations!	Terrific Tales!	Adventure Above & Below the Clouds	Growing	Come Outside!
<b>Possible Ideas/Lines of Enquiry</b>	Settling in All about me My family Houses and homes	Bonfire Night Diwali Remembrance Day St Andrew's Day Christmas	Traditional Tales Author Focus Stories from the past Stories from other cultures & traditions  Historical Figure: Hans Christian Anderson	Where in the world? How do we get there? Our local area Space Weather Explorers Vehicles past & present  Historical Figure: Amelia Earhart	Plants Exploring food (healthy food choices) Gardening Ourselves  Historical Figure: David Attenborough	Summer Mini beasts The Seaside  Historical Figure: Mary Anning
<b>Possible Texts &amp; "Old Favourites"</b>	Owl Babies Once There Were Giants The Smartest Giant in Town The Colour Monster The Rainbow Fish Funnybones	Alfie's Birthday Kipper's Birthday Sparks in the Sky Rama & Sita Jesus' Christmas Party	Goldilocks The Gingerbread Man Little Red Riding Hood The Jolly Postman The Little Red Hen	The Snail & The Whale Handa's Surprise The Ugly Five Aliens Love Underpants Man on The Moon QPootle 5 Whatever Next! The First Hippo on the Moon	Oliver's Vegetables Jasper's Beanstalk Jack & The Beanstalk Titch The Tiny Seed The Very Hungry Caterpillar	Sharing a Shell Lucy & Tom at The Seaside What the Ladybird Heard at the Seaside Tiddler At the Beach
<b>Experiences &amp; "WOW" Moments</b>	Gemma's Farm Visit <i>Autumn Walk</i> Cooking	Walk to War Memorial <i>Children in Need</i> Fire Engine Visit <i>Nativity Performance</i> Cooking <i>Operation Christmas</i> <i>Child Shoeboxes</i>	Winter Walk <i>Cooking</i> Library Visit <i>Chinese New Year</i> Beach Trip	Spring Walk <i>Cooking</i> Pancake Day <i>World Book Day</i> Easter <i>Post a letter</i>	Buckets of Potatoes <i>Sunflower Growing</i> <i>Competition</i> Caterpillars <i>Beach Trip</i> Cooking	Cooking <i>Hyde Hall Trip</i>



PSED	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	It's Good to be ME!	Celebrations!	Terrific Tales!	Adventure Above & Below the Clouds	Growing	Come Outside!	Children at the expected level of development will:
<p>Children's personal, social, and emotional development (PSED) is <b>crucial for children to lead healthy and happy lives</b> and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that <b>shape their social world</b>. Strong, warm, and supportive relationships with adults enable children to learn how to <b>understand their own feelings and those of others</b>. Children should be supported to <b>manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist</b> and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn <b>how to look after their bodies, including healthy eating</b>, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which <b>children can achieve at school and in later life</b>.</p>							
<p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>Class rules &amp; routines</li> <li>Supporting children to build relationships with both adults and peers</li> <li>Being a good friend to others</li> <li>How resolve conflicts, to negotiate &amp; solve problems independently.</li> <li>Talk about what makes each person special</li> <li>Focus on emotions &amp; feelings – The Colour Monster</li> </ul>	<ul style="list-style-type: none"> <li>How to deal with anger</li> <li>Emotions</li> <li>Self-confidence</li> <li>Build constructive &amp; respectful relationships</li> <li>Children to begin to explain how they thought about a problem/emotion and how they dealt with it.</li> </ul>	<ul style="list-style-type: none"> <li>Learning about qualities &amp; differences</li> <li>Celebrating differences</li> <li>Begin to identify &amp; moderate their own feelings – socially &amp; emotionally</li> <li>Use explicit examples of scenarios and feelings to encourage children to think about their own feelings and those of others.</li> </ul>	<ul style="list-style-type: none"> <li>What makes a good friend?</li> <li>Acts of kindness</li> <li>Looking after our planet</li> <li>Strategies for staying calm in the face of frustration</li> <li>Discuss why we take turns, wait patiently, tidy up after ourselves etc</li> </ul>	<ul style="list-style-type: none"> <li>Keeping healthy</li> <li>Looking after a plant</li> <li>Friendships</li> <li>Dreams &amp; goals</li> <li>Resilience &amp; perseverance in the face of a challenge</li> </ul>	<ul style="list-style-type: none"> <li>Sports Day – winning &amp; losing</li> <li>Look how far I've come!</li> <li>Changing me</li> <li>Modelling positive behaviour and highlight exemplary behaviour – narrating what was kind and considerate etc.</li> </ul>	<p><b>Self-Regulation</b> 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 focussed 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><b>Managing Self</b> 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><b>Building Relationships</b> 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>	
<p><b>Self-Regulation</b></p> <p>is developed throughout the year through high quality interactions, discussions, circle times, PSED times, stories, and personalised strategies for individual children.</p>	<ul style="list-style-type: none"> <li>Controlling own feelings and behaviours</li> <li>Applying personalised strategies to return to a state of calm</li> <li>Being able to curb impulsive behaviours</li> <li>Being able to concentrate on a task</li> <li>Being able to ignore distractions</li> </ul>		<ul style="list-style-type: none"> <li>Behaving in ways which are pro-social</li> <li>Planning</li> <li>Thinking before acting</li> <li>Delaying gratification</li> <li>Persisting in the face of difficulty</li> </ul>				



Communication & Language	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	It's Good to be ME!	Celebrations!	Terrific Tales!	Adventure Above & Below the Clouds	Growing	Come Outside!	Children at the expected level of development will:
<p>The development of children's spoken language underpins all seven areas of learning and development. Children's <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes, and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, storytelling, and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary and language structures</b>.</p>							
<p>C&amp;L is developed throughout the year through high quality interactions, daily group discussions, circle times, PSED times, stories, singing, speech and language interventions (NELI), EYFS productions, weekly interventions....and</p> <h2>Daily Story Time</h2>	<ul style="list-style-type: none"> <li>• Settling in activities</li> <li>• Making friends</li> <li>• Children talking about experiences that are familiar to them</li> <li>• Talking about themselves and their families</li> <li>• Rhyming &amp; Alliteration</li> <li>• Oral Blending &amp; Segmenting</li> <li>• Modelling talk routines through the day e.g., "Good morning, how are you?"</li> </ul>	<ul style="list-style-type: none"> <li>• Develop vocabulary</li> <li>• Discovering interests</li> <li>• Retelling stories</li> <li>• Story language</li> <li>• Word hunts</li> <li>• Listening and responding to stories</li> <li>• Following instructions</li> <li>• Taking part in discussions</li> <li>• Understanding how to listen carefully and why listening is important.</li> <li>• Using new vocabulary through the day</li> <li>• Sharing books that will develop children's vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Asking "how" and "why" questions...</li> <li>• Developing interests</li> <li>• Retelling stories using story language</li> <li>• Story invention – talk it!</li> <li>• Asking questions to find out more</li> <li>• Answering adult questions designed to check understanding</li> <li>• Describing events in more detail</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Learn rhymes, poems &amp; songs</li> </ul>	<ul style="list-style-type: none"> <li>• Describing events in detail – using time connectives</li> <li>• Developing interests</li> <li>• Use picture cue cards to talk about an object e.g. "What colour is it?" "Where would you find it?"</li> <li>• Demonstrating sustained focus when listening to a story</li> </ul>	<ul style="list-style-type: none"> <li>• Discovering children's passions</li> <li>• Re-read books to support children's development of the language necessary to talk about what is happening.</li> <li>• Developing ability to relate stories to their own lives and use language to talk about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Show and tell</li> <li>• Weekend news</li> <li>• Sharing their passions</li> <li>• Listening to books that will extend children's knowledge of the world and introduce more new vocabulary – topic related words etc</li> </ul>	<p><b>Listening, Attention and Understanding</b> Listen attentively &amp; respond to what they hear with relevant questions, comments &amp; actions when being read to &amp; 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><b>Speaking</b> Participate in small group, class &amp; one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocab from stories, non-fiction, rhymes &amp; poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present, &amp; future tenses &amp; making use of conjunctions, with modelling &amp; support from their teacher.</p>



Physical Development	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	It's Good to be ME!	Celebrations!	Terrific Tales!	Adventure Above & Below the Clouds	Growing	Come Outside!	Children at the expected level of development will:
<p>Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy, and active lives</b>. Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination, and positional awareness</b> through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their <b>core strength, stability, balance, spatial awareness</b>, co-ordination, and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b>, which is later linked to <b>early literacy</b>. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop <b>proficiency, control and confidence</b>.</p>							
<p><b>FINE MOTOR</b></p> <p>Staff will continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p><b>Daily fine motor activities</b></p> <p><b>"Dough Disco"</b></p>	<ul style="list-style-type: none"> <li>Threading, cutting, weaving, playdough</li> <li>Manipulating small objects</li> <li>Draw lines &amp; circles</li> <li>Hold pencil &amp; paintbrush beyond whole-hand grasp</li> <li>Pencil grip</li> <li>Show preference for a dominant hand</li> </ul>	<ul style="list-style-type: none"> <li>Threading, cutting, weaving, playdough</li> <li>Develop muscle tone to put pencil pressure on paper</li> <li>Use tools to effect changes to materials</li> <li>Structured drawing/writing activities</li> <li>Teach &amp; model correct letter formation</li> <li>Put on coat &amp; fasten</li> </ul>	<ul style="list-style-type: none"> <li>Threading, cutting, weaving, playdough</li> <li>Begin to form letters correctly</li> <li>Handle tools, objects, construction &amp; malleable materials with increasing control</li> <li>Encourage children to draw freely</li> <li>Fastening buttons</li> <li>Cutting with scissors</li> </ul>	<ul style="list-style-type: none"> <li>Threading, cutting, weaving, playdough</li> <li>Hold pencil effectively with comfortable grip</li> <li>Form recognisable letters, most correctly formed</li> </ul>	<ul style="list-style-type: none"> <li>Threading, cutting, weaving, playdough</li> <li>Continue to develop pencil grip and letter formation</li> <li>Use one hand consistently for fine motor tasks</li> <li>Cut along a straight line with scissors</li> <li>Begin to cut along a curved line (circle)</li> <li>To draw a cross</li> </ul>	<ul style="list-style-type: none"> <li>Threading, cutting, weaving, playdough</li> <li>Form letters correctly</li> <li>Copy a square</li> <li>Begin to draw diagonal lines (triangle)</li> <li>Colouring inside the lines</li> <li>Begin to draw recognisable pictures</li> <li>Build with smaller linking blocks e.g. lego</li> </ul>	<p><b>Fine Motor</b></p> <p>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>
<p><b>GROSS MOTOR</b></p> <p><b>"Squiggle While You Wiggle"</b></p>	<ul style="list-style-type: none"> <li>Climbing – outdoor equipment</li> <li>Cooperation games</li> <li>Changing for PE</li> <li>Throwing &amp; catching</li> <li>Personal Hygiene</li> <li>Regular reminders re. thorough handwashing &amp; toileting</li> </ul> <p><b>PE Lessons: Ball Skills</b></p>	<ul style="list-style-type: none"> <li>Skipping ropes in outside area</li> <li>Aiming, dribbling, pushing, patting, or kicking.</li> <li>Wheeled toys for balance, sit/ride on, push or pull e.g., trikes, scooters, prams, carts</li> </ul> <p><b>PE Lessons: Ball Skills</b></p>	<ul style="list-style-type: none"> <li>Ensure that spaces are accessible to children with varying levels of confidence, skills &amp; needs</li> <li>Provide a range of activities to support dance/moving to music &amp; balance.</li> </ul> <p><b>PE Lessons: Gymnastics</b></p>	<ul style="list-style-type: none"> <li>Provide opportunities for children to spin, rock, tilt, fall, slide &amp; bounce</li> <li>Confident to balance in a range of contexts</li> </ul> <p><b>PE Lessons: Gymnastics</b></p>	<ul style="list-style-type: none"> <li>Picture books to explain the importance of a healthy lifestyle</li> <li>Obstacle activities – moving over, under, through &amp; around</li> <li>Encourage children to be highly active and get out of breath several times a day.</li> </ul> <p><b>PE Lessons: Athletics</b></p>	<ul style="list-style-type: none"> <li>Races/team games involving gross motor movements</li> <li>Consolidate throwing, catching, aiming etc</li> </ul> <p><b>PE Lessons: Athletics</b></p>	<p><b>Gross Motor</b></p> <p>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>



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
<b>Literacy</b>	It's Good to be ME!	Celebrations!	Terrific Tales!	Adventure Above & Below the Clouds	Growing	Come Outside!	Children at the expected level of development will
<p>It is crucial for children to develop <b>a life-long love of reading</b>. Reading consists of two dimensions: <b>language comprehension and word reading</b>. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and <b>enjoy rhymes, poems and songs together</b>. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (<b>decoding</b>) and the <b>speedy recognition of familiar printed words</b>. Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)</p>							
<p><b>Comprehension</b> Understand the key concepts of print: print has meaning; print can have different purposes; in English we read L-R and top to bottom; books have different parts (cover, title etc)</p>	<ul style="list-style-type: none"> <li>Joining in with rhymes/stories with repeated refrains</li> <li>Noticing environmental print</li> <li>Having a favourite story/rhyme</li> <li>To sequence familiar stories using pictures</li> <li>Engage in conversations about stories, using new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Retell stories related to events – using props/story maps/actions/orally</li> <li>Use non-fiction books to answer questions</li> <li>To sequence a story using a story map</li> <li>Enjoy an increasing range of books.</li> <li>Adapting familiar stories – orally retelling</li> <li>Blend and read words and simple phrases using phonemes taught so far.</li> <li>Children to take home books only containing known GPCs</li> </ul>	<ul style="list-style-type: none"> <li>Making up own stories with themselves as main character.</li> <li>Encourage children to record stories through drawing/mark making (LA)</li> <li>Read simple phrases and sentences and demonstrate understanding through discussion</li> <li>Blend and read words and simple phrases using phonemes taught so far.</li> <li>Children to take home books only containing known GPCs &amp; tricky words learnt.</li> <li>Library Visits</li> </ul>	<ul style="list-style-type: none"> <li>Stories from other cultures &amp; traditions</li> <li>World Book Day</li> <li>Developing own narratives &amp; explanations by connecting ideas/events</li> <li>Information gathering using non-fiction texts</li> <li>Blend and read words and sentences using phonemes taught so far.</li> <li>Children to take home books only containing known GPCs &amp; tricky words learnt.</li> <li>Use vocabulary &amp; speech forms influenced by experiences of books.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read books to build confidence, fluency and understanding</li> <li>Group re-telling of stories with actions/picture prompts</li> <li>Use story language when acting out a narrative</li> <li>Rhyming words</li> <li>Explain the main events of a story</li> <li>Can draw pictures of characters/events/setting of a story</li> </ul>	<ul style="list-style-type: none"> <li>Listen to stories accurately anticipating key events</li> <li>Respond to a story with relevant comments, questions &amp; reactions.</li> <li>Make predictions</li> <li>Know and use terms “fiction” for a story and “non-fiction” for information</li> <li>Can sort books into categories</li> <li>Can point to and name features of a book – cover, title, author, illustrator, blurb etc</li> </ul>	<p><b>Comprehension</b> 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><b>Phonics</b> - children will be taught whole class until at least the end of Phase 3 when it <i>may</i> be appropriate to split into groups. Small group and 1-1 interventions will be put in place for children at risk of falling behind.</p> <p><b>Word Reading</b></p>	<p><b>Phonic Sounds</b> Phase 1 review, Phase 2</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Oral blending</li> <li>• Initial sounds</li> <li>• Rhyme &amp; alliteration</li> <li>• Retelling known stories</li> <li>• Listen to stories with attention &amp; recall</li> <li>• Children to take home wordless books to practise storytelling, use of vocabulary, sentence building</li> </ul>	<p><b>Phonic Sounds</b> Phase 2/3</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Oral blending of CVC words using taught phonemes</li> <li>• Blending to read CVC words using taught GPCs</li> <li>• Children to use “blending fingers” as they say each sound</li> <li>• In common exception words (CEWs) children to be taught to identify the “tricky” part</li> <li>• Home reading books to only contain learnt GPCs</li> <li>• Children to use decoding as their sole strategy.</li> </ul>	<p><b>Phonic Sounds</b> Phase 3</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Spotting digraphs in words</li> <li>• Reading HF words by sight</li> <li>• Children to read simple sentences by blending known GPCs and recognising CEWs</li> <li>• Home reading books to only contain learnt GPCs</li> <li>• Children to use decoding as their sole strategy.</li> </ul>	<p><b>Phonic Sounds</b> Phase 3/4</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read words containing adjacent consonants (beginning and ending)</li> <li>• Read polysyllabic words</li> <li>• Read compound words</li> <li>• Read CVCC, CCVC, CCCVC words using taught GPCs</li> <li>• Home reading books to only contain learnt GPCs</li> <li>• Children to use decoding as their sole strategy.</li> </ul>	<p><b>Phonic Sounds</b> Phase 4/5a</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read words containing alternative spellings of known GPCs</li> <li>• Read longer words using known GPCs</li> <li>• Read longer sentences using known GPCs plus CEWs</li> <li>• Demonstrate understanding by answering questions, yes/no games, picture matching etc</li> <li>• Home reading books to only contain learnt GPCs</li> <li>• Children to use decoding as their sole strategy.</li> </ul>	<p><b>Phonic Sounds</b> Phase 5a, Consolidate</p> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read sentences with fluency and understanding</li> <li>• Focus on comprehension</li> <li>• Home reading books to only contain learnt GPCs</li> <li>• Children to use decoding as their sole strategy.</li> </ul>	<p><b>Word Reading</b></p> <p>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>
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Literacy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	It's Good to be ME!	Celebrations!	Terrific Tales!	Adventure Above & Below the Clouds	Growing	Come Outside!	Children at the expected level of development will
<p>Children will only be asked to write sentences when they have sufficient knowledge of letter-sound correspondences.</p> <p><b>Writing</b></p> <p>Beginning Aut 2 some of the adult led writing tasks will use texts as a stimulus. Other tasks will focus on building segmentation &amp; independence using known GPCs.</p> <p>N.B. Texts may change due to children's interests</p>	<ul style="list-style-type: none"> <li>Identify dominant hand</li> <li>Identify grip – see Pencil Grip Progression Document.</li> <li>Mark making, giving meaning to marks</li> <li>Name writing</li> <li>Handwriting patterns – L-R; circles, spirals, zig-zag, straight lines, wavy lines, diagonal</li> <li>Oral segmenting of VC words</li> <li>Segment &amp; write CVC words</li> </ul>	<ul style="list-style-type: none"> <li>Name writing</li> <li>Labelling using initial sounds</li> <li>Storyscribing.</li> <li>Retelling stories in writing area</li> <li>Oral segmenting of CVC</li> <li>Segment &amp; write CVC words</li> <li>Help children identify the sound that is tricky to spell in CEW words</li> <li>Sequence a story</li> <li>Write a simple sentence using CVC words</li> <li>Introduce “asking the question” for alternative spelling choices (c,k,ck; s,ss; f,ff; l,ll; z,zz)</li> </ul> <p><b>Texts as a stimulus:</b>  <i>Alfie's Birthday</i> – birthday cards, labelling items for a party (initial sounds)</p> <p><i>Jesus' Christmas Party</i> – story sequencing, labelling</p>	<ul style="list-style-type: none"> <li>Writing CVC words (using Ph2 GPCs and beginning to use Ph3 as GPCs taught)</li> <li>Writing CEWs – I, to, no, go, the, into, put</li> <li>Writing labels using CVC words</li> <li>Guided writing based around developing short sentences in a meaningful context</li> <li>Create own story maps</li> <li>Consolidate “asking the question” for alternative spelling choices (ur,er)</li> </ul> <p><b>Texts as a stimulus:</b>  <i>The Little Red Hen</i> – sequence the story, speech bubbles</p> <p><i>The Three Billy Goats Gruff</i> – create a wanted poster to catch the troll (CVC word labels)</p>	<ul style="list-style-type: none"> <li>Writing captions &amp; labels</li> <li>Writing simple sentences using CVC words &amp; CEWs using taught GPCs</li> <li>Oral segmenting of CVCC/CCVC words</li> <li>Segment &amp; write CVCC/CCVC words</li> <li>Write short sentences to accompany a story map</li> <li>Write 2 independent sentences</li> <li>Begin to use a capital letter to start a sentence</li> </ul> <p><b>Texts as a stimulus:</b>  <i>Handa's Surprise</i> - retell the story in own words / reverse the journey  Describe each animal  Write new version</p>	<ul style="list-style-type: none"> <li>Writing lists, instructions, recipes</li> <li>Writing a diary – bean?</li> <li>Writing for a purpose e.g. in role play</li> <li>Begin to use phonetically plausible attempts at words</li> <li>Begin to use finger spaces &amp; full-stops</li> <li>Form lower-case &amp; capital letters correctly.</li> <li>Consolidate “asking the question” for alternative spelling choices as Phase 5a alternatives are taught</li> <li>Spell &amp; write Ph3 CEWs</li> </ul> <p><b>Texts as a stimulus:</b>  <i>Jack and the Beanstalk</i> – retell parts of the story, repeated refrains, speech bubbles  <i>The Very Hungry Caterpillar</i> - (Cumulative) Describe foods/adjectives</p>	<ul style="list-style-type: none"> <li>More consistently using capital letters, finger spaces &amp; full-stops</li> <li>Spell &amp; write Ph4 CEWs</li> <li>Using familiar texts as a model for writing own stories</li> <li>Story Writing</li> <li>Character descriptions</li> <li>Write 3 sentences – beginning, middle, end</li> <li>Write extended sentences using taught GPCs (Ph 2 -Ph 5a) &amp; CEWs</li> </ul> <p><b>Texts as a stimulus:</b>  <i>At The Beach</i> - write postcards</p> <p><i>Sharing a Shell</i> – re-tell story, beginning, middle, end</p>	<p><b>Writing</b></p> <p>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>



Maths	Autumn	Spring	Summer	ELG
<p>Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b>, develop a deep understanding of the <b>numbers to 10</b>, the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b>, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space, and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b>, look for <b>patterns and relationships</b>, spot <b>connections</b>, 'have a go', <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.</p>				
	<ul style="list-style-type: none"> <li>Counting, sorting, matching, comparing, representing, and composing numbers from 0-5.</li> <li>Bonds to 5</li> <li>Number formation</li> <li>Compare size, mass, and capacity</li> <li>Positional language</li> <li>Time</li> <li>Circles, triangles, and shapes with 4 sides</li> <li>Exploring pattern</li> </ul>	<ul style="list-style-type: none"> <li>Recap 0-5 comparing and composition</li> <li>Counting, sorting, matching, comparing, representing, and composing numbers from 6-10.</li> <li>Bonds to 10</li> <li>Combining two groups</li> <li>Number formation</li> <li>Compare mass, capacity, length, and height</li> <li>3D shapes</li> <li>Patterns</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Adding and taking away, doubling, sharing, and grouping to 10</li> <li>Evens and odds</li> <li>Building and counting numbers beyond 10</li> <li>Problem solving within 10</li> <li>Spatial reasoning – build, match, rotate, manipulate, compose, and decompose</li> </ul>	<p>Children at the expected level of development will:</p> <p><b>Number</b> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>Numerical Patterns</b> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>
<p><b>Possible supporting resources</b></p>	<p>Numberblocks Series 1/3 Numberblocks songs</p> <p>Anno's Counting Book – 0-5 Ten Black Dots (<i>first half</i>) Counting in the Sea My Mum and Dad Make Me Laugh Blue Chameleon</p>	<p>Numberblocks Series 2/3/5 Numberblocks songs</p> <p>Anno's Counting Book – 6-10 Ten Black Dots (<i>second half</i>) Counting in the Sea Ten Little Monsters/Robots Ten Little Fingers and Ten Little Toes Balancing Act Count Worm</p>	<p>Numberblocks Series 3/4/5</p> <p>Anno's Counting Book – 11-12 Mr Gumpy's Outing How Many Legs? Press Here The Hungry Caterpillar</p>	





# Merrylands Reception Long Term Plan



Understanding the World	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	It's Good to be ME!	Celebrations!	Terrific Tales!	Adventure Above & Below the Clouds	Growing	Come Outside!	Children at the expected level of development will:
<p>Understanding the world involves guiding children to <b>make sense of their physical world and their community</b>. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>							
	<ul style="list-style-type: none"> <li>Identifying their family – talking about memories and events; Summer scrapbooks</li> <li>Share stories about families &amp; discuss differences</li> <li>Becoming familiar with the classroom environment</li> <li>Becoming familiar with the outdoor environment</li> <li>Identify seasonal changes – Autumn Walk</li> </ul>	<ul style="list-style-type: none"> <li>Discussions re. celebrations and that different families &amp; cultures celebrate differently</li> <li>Focus on: Bonfire Night, Diwali, Remembrance Day, St Andrew's Day, Christmas</li> <li>Reception Nativity Performance</li> <li>Talk about their memories from past celebrations – birthdays, Christmas etc</li> <li>Look at photos of celebrations from the past – discuss similarities &amp; differences</li> <li>World Map – discuss Christmas around the world</li> </ul>	<ul style="list-style-type: none"> <li>Share versions of fairy tales from other cultures</li> <li>Share stories set in the past and in different countries</li> <li>Introduce children to a range of fictional characters &amp; creatures from stories and to begin to differentiate these from real-life people they know.</li> <li>Use The Jolly Postman to draw information from a map</li> <li>Identify seasonal changes – Winter Walk</li> <li>Find out about what authors do &amp; learn about Hans Christian Anderson who wrote</li> </ul>	<ul style="list-style-type: none"> <li>Compare ways of travelling now &amp; in the past</li> <li>Space - introduce children to significant figures who have been to space and begin to understand that these events happened before they were born</li> <li>Identify seasonal changes – Spring Walk</li> <li>Use Handa's Surprise to focus on another country</li> <li>Environments – features of local environment. Maps of local area. Comparing places on Google Earth – how are they similar/different?</li> <li>Amelia Earhart</li> </ul>	<ul style="list-style-type: none"> <li>Planting &amp; caring for plants</li> <li>Where does our food come from?</li> <li>Healthy eating</li> <li>Gardening – Reception Veg Patch</li> <li>Find out about where in the world different foods are grown.</li> <li>Discuss weather /climate in different countries that enable them to grow particular crops.</li> <li>How have I grown? Personal timeline – baby-toddler- child-adult</li> <li>What will I be when I grow up?</li> <li>Conservation focus: David Attenborough</li> </ul>	<ul style="list-style-type: none"> <li>Compare seashores from the past and today (Magic Grandad?)</li> <li>Fossils – what are they? What can we learn from them?</li> <li>Learn about what a palaeontologist is and how they explore really old artefacts.</li> <li>Introduce Mary Anning as the first female to find a fossil.</li> <li>Identify seasonal changes – Summer Walk</li> <li>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</li> </ul>	<p><b>Past &amp; Present</b> Talk about the lives of the people around them &amp; their roles in society. Know some similarities &amp; differences between things in the past &amp; now, drawing on their experiences &amp; what has been read in class. Understand the past through settings, characters &amp; events encountered in books read in class and storytelling.</p> <p><b>People, Culture &amp; Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts &amp; maps. Know some similarities &amp; differences between different religious &amp; cultural communities in this country, drawing on their experiences &amp; what has been read in class. Explain some similarities &amp; differences between life in this country &amp; life in other countries, drawing on knowledge from stories, non-fiction texts &amp;, when appropriate, maps.</p> <p><b>The Natural World</b> Explore the natural world around them, making observations &amp; drawing pictures of animals &amp; plants. Know some similarities &amp; differences between the natural world around them &amp; contrasting environments, drawing on their experiences &amp; what has been read in class. Understand some important processes &amp; changes in the natural world around them, including the seasons &amp; changing states of matter.</p>



Expressive Art & Design	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	ELG
	It's Good to be ME!	Celebrations!	Terrific Tales!	Adventure Above & Below the Clouds	Growing	Come Outside!	Children at the expected level of development will:
<p>The development of children's artistic and cultural awareness supports <b>their imagination and creativity</b>. It is important that children have regular opportunities to <b>engage with the arts</b>, enabling them to explore and play with a wide range of <b>media and materials</b>. The quality and variety of what children see, hear, and participate in is crucial for developing their understanding, <b>self-expression, vocabulary and ability to communicate through the arts</b>. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</p>							
	<ul style="list-style-type: none"> <li>Join in with songs</li> <li>Begin to mix colours</li> <li>Join in with role-play &amp; use resources available for props</li> <li>Build models using construction equipment</li> <li>Sing call-and-response songs (children to echo phrases)</li> <li>Self portraits</li> <li>Exploring sounds &amp; how they can be changed</li> <li>Tapping out simple rhythms</li> <li>Provide opportunities to work together in pairs/groups/with an adult to develop and realise creative ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Firework Pictures</li> <li>Diva Lamps – clay/salt dough</li> <li>Poppy wreaths</li> <li>Christmas decorations &amp; cards</li> <li>Reception Nativity Performance – songs, dancing, performing to and audience</li> <li>Role Play parties &amp; celebrations</li> <li>Role Play the Nativity Story</li> </ul>	<ul style="list-style-type: none"> <li>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</li> <li>Shadow Puppets – to re-tell stories. Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</li> <li>Making lanterns, Chinese writing, puppet making, Chinese music and composition</li> <li>Provide a wide range of props for play which encourage imagination.</li> </ul>	<ul style="list-style-type: none"> <li>Rousseau's Tiger, animal prints</li> <li>Design and make rockets.</li> <li>Learn a traditional African song and dance and perform it</li> <li>Junk modelling, houses, bridges boats and transport.</li> <li>Exploration of other countries – dressing up in different costumes.</li> <li>Creating outer space pictures</li> <li>Provide children with a range of materials for construction – found materials, loose parts etc</li> <li>Mother's Day craft, Easter cards</li> </ul>	<ul style="list-style-type: none"> <li>Children will explore ways to protect the growing of plants by designing &amp; making scarecrows.</li> <li>Collages inspired by Eric Carle 'The Tiny Seed'</li> <li>Butterfly prints</li> <li>Explore and create different textures</li> <li>Make patterns using different colours</li> <li>Encourage children to create their own music.</li> </ul>	<ul style="list-style-type: none"> <li>Collages inspired by Henri Matisse 'The Snail'</li> <li>Sand pictures</li> <li>Lighthouse designs</li> <li>Paper plate jellyfish</li> <li>Salt dough fossils</li> <li>Colour mixing – underwater pictures</li> <li>Puppet shows: Provide a wide range of props for play which encourage imagination.</li> <li>Father's Day Craft</li> </ul>	<p><b>Creating with materials</b> Safely use and explore a variety of materials, tools, and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>Being imaginative &amp; expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>