



Embsay CE VC Primary School

Reception Long Term Plan

	Autumn		Spring		Summer	
	What a Wonderful World		Magical Earth		Let's go outside	
Topics	What Makes Me, Me?	Starry Night	Who lived in Skipton Castle?	Who do we share our world with?	Growing	We're going on a Bear Hunt
Literacy ELG: Comprehension <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling 	Key Teaching Texts: <ul style="list-style-type: none"> ✓ Elmer ✓ Odd Dog ✓ Super Duper You ✓ The Colour Monster ✓ Harvest Days ✓ Pumpkin Soup 	Key Teaching Texts: <ul style="list-style-type: none"> ✓ Sparks in the Sky (Twin book-bonfire night) ✓ Here we are ✓ Binny's Diwali ✓ Hannukah (non-fiction) 	Key Teaching Texts: <ul style="list-style-type: none"> ✓ Zog ✓ The King's Hats ✓ Chinese New Year ✓ The Magic Paintbrush ✓ Peep inside the castle (non-fiction) 	Key Teaching Texts: <ul style="list-style-type: none"> ✓ The Ugly Five ✓ Handa's Surprise ✓ What the Ladybird Heard ✓ The Gruffalo and The Gruffalo's Child 	Key Teaching Texts: <ul style="list-style-type: none"> ✓ Once there were giants ✓ Jasper's Beanstalk ✓ The Hungry Caterpillar ✓ The Tiny Seed 	Key Teaching Texts: <ul style="list-style-type: none"> ✓ We're going on a bear hunt ✓ Meet the Bears/Book of Bears around the world



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<p>stories and narratives using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> 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>ELG Reading:</p> <ul style="list-style-type: none"> Say a sound for each letter in the 	<p>Seasonal Texts: Don't Hog the Hedge Leaf Man The Leaf Thief Harvest Days Funny Bones Room on the Broom</p> <p>Supporting Stories: The Colour Monster Goes to School Elmer stories The Smartest Giant in Town</p> <p>Literacy/writing activities:</p> <ul style="list-style-type: none"> ✓ Mark Making ✓ Singing songs and rhymes ✓ Recognise initial sounds ✓ CVC words ✓ Re-tell stories ✓ Name writing ✓ News books ✓ I can see writing 	<ul style="list-style-type: none"> ✓ The Christmas Story ✓ The Jolly Christmas Postman ✓ Stickman <p>Seasonal Texts: The Snowflake Father Christmas One Snowy Night</p> <p>Supporting Stories: Non-fiction books about the celebrations: Christmas, Divali, Hannukah Smeds and the Smoos Little Blue Planet How to catch a star</p> <p>Literacy/writing activities:</p> <ul style="list-style-type: none"> ✓ Mark Making ✓ Singing songs and rhymes ✓ Handwriting little wandle ✓ CVC word reading 	<p>Seasonal Texts: Owl Babies Blue Penguin One Snowy Night A Bear's Winter House</p> <p>Supporting Stories:</p> <p>Literacy/writing activities:</p> <ul style="list-style-type: none"> ✓ Mark Making ✓ Singing songs and rhymes ✓ Little Wandle phonics scheme ✓ CVC word reading ✓ CVC word writing ✓ Re-tell stories ✓ Name writing ✓ News books ✓ I can see writing ✓ Focus literacy writing 	<ul style="list-style-type: none"> ✓ Meet the Oceans (non-fiction) ✓ Lost and Found ✓ The very first Easter (Beginner's Bible) <p>Supporting Texts: Eid non-fiction books Lila and the secret of rain We all went on a Safari A Walk in.... Books Rainbow Bird Eyes that speak to the stars Rumble in the Jungle Dear Zoo The Gruffalo's Child</p> <p>Seasonal Books: Seeds of Change The Growing Story The Easter Story</p> <p>Literacy/writing activities:</p> <ul style="list-style-type: none"> ✓ Mark Making ✓ Singing songs and rhymes 	<ul style="list-style-type: none"> ✓ Why do we need trees? (non-fiction) <p>Supporting Texts: Sam plants a Sunflower The Big Book of Bugs It Starts with a Seed The Seed is Sleepy Non fiction books linked to roles in society of people around us My Five Senses Me & My Body The Growing Story</p> <p>Seasonal Books:</p> <p>Literacy/writing activities:</p> <ul style="list-style-type: none"> ✓ Mark Making ✓ Singing songs and rhymes ✓ Little Wandle phonics scheme ✓ CVC word reading 	<ul style="list-style-type: none"> ✓ Bears at the Beach by Emma Carlisle ✓ Whatever Next? ✓ Goldilocks and just the one bear ✓ Farah loves Mangos <p>Supporting Texts: How can we help the Polar Bears? Winnie the Pooh Paddington Boogie Bear</p> <p>Seasonal Books: Come On, Rain! Beach Bugs Summer Days and Nights</p> <p>Literacy/writing activities:</p> <ul style="list-style-type: none"> ✓ Mark Making ✓ Singing songs and rhymes
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<p>alphabet and at least 10 digraphs</p> <ul style="list-style-type: none"> • 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>ELG Writing:</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed 	<ul style="list-style-type: none"> ✓ Handwriting Little Wandle ✓ Drawing colour monster ✓ Autumnal drawings ✓ Focus literacy writing 	<ul style="list-style-type: none"> ✓ CVC word writing ✓ Re-tell stories ✓ Name writing ✓ News books ✓ Write letters to Santa ✓ I can see writing ✓ Bonfire drawings ✓ Diwali Drawings ✓ Focus literacy writing 		<ul style="list-style-type: none"> ✓ Little Wandle phonics scheme ✓ CVC word reading ✓ CVC word writing ✓ Re-tell stories ✓ Name writing ✓ News books ✓ Focus literacy writing 	<ul style="list-style-type: none"> ✓ CVC word writing ✓ Re-tell stories ✓ Name writing ✓ News books ✓ I can see writing ✓ Focus literacy writing 	<ul style="list-style-type: none"> ✓ Little Wandle phonics scheme ✓ CVC word reading ✓ CVC word writing ✓ Re-tell stories ✓ Name writing ✓ News books ✓ I can see writing ✓ Focus literacy writing
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<ul style="list-style-type: none"> • 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 Number ELG:</p> <ul style="list-style-type: none"> • 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 	<p>White Rose Maths Units:</p> <ul style="list-style-type: none"> • Getting to know you • Match sort and compare • Talk about measure and patterns <ul style="list-style-type: none"> ✓ Songs and rhymes. ✓ Explore routines & structures of the day - 	<p>White Rose Maths Units:</p> <ul style="list-style-type: none"> • It's Me 1 2 3! • Circles and triangles • 1,2,3,4,5 • Shape with 4 sides <ul style="list-style-type: none"> ✓ Number and place value. ✓ Introduce 0 ✓ Numbers 1,2,3,4,5. ✓ Numberblock s 1-5 	<p>White Rose Maths Units:</p> <ul style="list-style-type: none"> • Alive in 5 • Mass and capacity • Growing 6,7,8 • Length height and time <ul style="list-style-type: none"> ✓ Number and place value ✓ Numbers - 5,6,7,8 ✓ Numberblocks - 5,6,7,8 ✓ 1:1 counting objects - 1-8 	<p>White Rose Maths Units:</p> <ul style="list-style-type: none"> • Length height and time • Building 9 & 10 • Exploring 3D shapes <ul style="list-style-type: none"> ✓ Number and place value. ✓ Numbers -9, 10 ✓ Numberblock s 9, 10 	<p>White Rose Maths Units:</p> <ul style="list-style-type: none"> • To 20 and beyond • How many now? • Manipulate, compose and decompose <ul style="list-style-type: none"> ✓ Number and place value beyond 10 ✓ Numbers - 10-20 & ✓ Numberblock s - 10-20 	<p>White Rose Maths Units:</p> <ul style="list-style-type: none"> • Sharing and grouping • Visualise build and map • Make connections <ul style="list-style-type: none"> ✓ Investigating and applying numbers 1-20 and beyond. ✓ Numberblock s 1-20 ✓ One more, one less



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<p>rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p>Numerical Patterns ELG:</p> <ul style="list-style-type: none"> 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 	<p>positional language. Numberblocks</p> <ul style="list-style-type: none"> 1:1 counting objects Match, sort and compare amounts Spotting patterns Making repeated patterns Compare size, mass & capacity in water play Explore routines & structures of the day - positional language. 	<ul style="list-style-type: none"> 1:1 counting objects - 1-5 One more, one less Composition 1-5 Representing numbers to 5. Investigating circles & triangles. Investigating shapes with 4 sides 	<ul style="list-style-type: none"> Odd & even numbers One more, one less Comparing numbers to 5 Bonds to 5 Adding more & taking away Compare mass & capacity Making pairs - 6,7,8 Combining two groups What do you notice activities? Length & Height Time 	<ul style="list-style-type: none"> 1:1 counting objects - 1-10 Odd & even numbers One more, one less Comparing numbers to 10 Number bonds to 10 Adding more & taking away What do you notice activities? 3D Shapes Time Length & Height Time 	<ul style="list-style-type: none"> 1:1 counting objects - 1-10 & beyond Odd & even numbers One more, one Building numbers beyond 10 Counting patterns beyond 10 Adding more & taking away What do you notice activities? Spatial Reasoning - Match, Rotate, Manipulate Spatial Reasoning - Compose & Decompose 	<ul style="list-style-type: none"> Odd & Even numbers Doubling Sharing & Grouping Deepening Understanding Patterns & Relationships Spatial Reasoning - Visualise & Build Spatial Reasoning - Mapping
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<p>numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>						
<p>Communication and Language Listening, attention and understanding ELG:</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; 	<p>Throughout the year, the children will work to develop their communication and language. We will support this with:</p> <ul style="list-style-type: none"> Show and tell 'Super Duper You' Weekly EYFS picture News <ul style="list-style-type: none"> Holiday Books Weekly News Circle times Small group work Literacy focus tasks (to introduce new vocabulary alongside our books) <ul style="list-style-type: none"> Story time 					



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- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their



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<p>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>			
<p>Personal, Emotional and Social Development Self-Regulation ELG:</p> <ul style="list-style-type: none"> 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 	<p>Autumn</p> <ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Learning the school rules and routines and boundaries. Playing together and taking turns with adult support. Stars of the day- understand consequences for behaviour Share their holiday books 'Super Duper' Fridays to say things they like about everyone in the class. The Colour Monster emotions 	<p>Spring</p> <ul style="list-style-type: none"> Identify and moderate their own feelings socially and emotionally. Working within a group. Being proud of their achievements. Talk about their ideas. Know how to keep safe - Road Safety. Share ideas and listen to others. We will think about their family traditions and compare what they do with other people's families and communities - Chinese New Year, Easter, Diwali, Christmas etc. Celebrating and Valuing Differences Managing self - Hygiene, personal needs, oral health, dressing & undressing. 	<p>Summer</p> <ul style="list-style-type: none"> Play fairly and think about the perspective of others. Understand consequences of behaviour. Relationships - resolve conflict without an adult. Adapt to changes in routine. Share ideas and listen to others. Resourceful in finding support if and when needed. Transition to Year 1: We will be preparing the children for their transition to Year 1 through circle time discussion and transition activities.



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<p>impulses when appropriate;</p> <ul style="list-style-type: none"> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG:</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Listening and sitting on the carpet • Instruction games • Managing self - Hygiene, personal needs, oral health, dressing & undressing. • Learn about different festivals and understand why people celebrate different festivals • Keep safe- people who help us and keeping safe in the dark • Odd sock day - discuss bullying through story Simon Sock • SCARF: Autumn 1- Me and My Relationships • SCARF: Autumn 2- Valuing Difference 	<ul style="list-style-type: none"> • Safer internet Day • SCARF: Autumn 1- Keeping Safe • SCARF- Autumn 2- Rights and Respect 	<ul style="list-style-type: none"> • Keeping safe online - Smartie the Penguin tory and puppet making COEL celebrated PSHE Class Book • SCARF: Autumn 1- Being my best • SCARF: Autumn 2- Growing and Changing
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<p>behave accordingly;</p> <ul style="list-style-type: none"> • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p>Building Relationships ELG:</p> <ul style="list-style-type: none"> • 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>British Values PSED ELG: Self-Regulation:</p>	<p>The British Values - Democracy, Rule of Law, Individual Liberty, Mutual Respect & Tolerance. The values are learnt through story books and our weekly EYFS Picture News</p>		



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- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.

Managing Self:

- Explain the reasons for rules, know right from wrong and try to behave accordingly.

People Culture and Communities ELG:

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.



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<p>Fine and Gross Motor Gross Motor Skills ELG:</p> <ul style="list-style-type: none"> 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>Fine Motor Skills ELG:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; Use a range of small tools, 	<p>Kanga focus: Activities leading to Games/Athletics</p> <p>Shape and Travel:</p> <ul style="list-style-type: none"> I can explore shapes and travelling movements using the floor, low and high apparatus. Move safely in a space. Balance on a variety of equipment. Negotiating space and obstacles safely in and out of the classroom. <p>Fine Motor</p> <ul style="list-style-type: none"> Fine motor activities e.g threading, cutting, weaving, playdough. Manipulate objects with good fine motor skills. Begin to draw lines and circles using 	<p>Kanga focus: Dance</p> <ul style="list-style-type: none"> Coordination: Footwork: I can begin to sidestep, gallop, hop and skip. Static Balance: One Leg: I can begin to stand still for 10 seconds on one leg. <p>Fine Motor</p> <ul style="list-style-type: none"> Fine motor activities e.g threading, cutting, weaving, playdough Develop muscle tone to put pencil pressure on the paper. Use tools to effect changes to materials. Draw lines, circles and shapes when drawing pictures. 	<p>Kanga focus: Gymnastics</p> <ul style="list-style-type: none"> Flight and Rotation: I can learn the correct technique for jumps. I can explore rolls and spins. Jump and land safely from height. <p>Fine Motor</p> <ul style="list-style-type: none"> Fine motor activities e.g threading, cutting, weaving, playdough. Continue to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Holding small items/ button clothing. Use scissors and pencils effectively 	<p>Kanga focus: Bat and ball games</p> <ul style="list-style-type: none"> Jumping and Landing: I can begin to jump in different directions. Static Balance: Seated: I can begin to balance using hands and feet. movement, travelling <p>Fine Motor</p> <ul style="list-style-type: none"> Hold pencil effectively with comfortable grip. Form recognisable letters most correctly formed. Cut along a straight-line with scissors. Use cutlery effectively. Fine motor activities e.g threading, cutting, weaving, playdough 	<p>Kanga focus: Sending and receiving</p> <ul style="list-style-type: none"> Coordination: Ball Skills: I can roll a ball along the floor. Counter Balance: With a partner: I can begin to balance with a partner. <p>Fine Motor</p> <ul style="list-style-type: none"> Developing fine motor skills daily through pen disco, writing with the pincer grip, enhancements, loose parts, details added to playdoh. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks. 	<p>Kanga Focus: Activities leading to Games/Athletics</p> <ul style="list-style-type: none"> Throw, Run, Jump Throw Roll equipment in different ways- Throw underarm. Throw an object at a target. Jump in a range of ways, landing Safely. Run in different ways for a variety of purposes. Control their body when performing a sequence of movements Participate in simple games. Evaluate Talk about what they and others have done. Sports Day <p>Fine Motor</p>
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<p>including scissors, paint brushes and cutlery;</p> <ul style="list-style-type: none"> • Begin to show accuracy and care when drawing. 	<p>gross motor movements.</p> <ul style="list-style-type: none"> • Show preference for dominant hand • Hold pencils/paint brush beyond whole hand grasp. • Begin to use a tripod grip when mark making. • Model correct letter formation • Developing fine motor skills daily through zipping and unzipping coats, dough disco, mark making, using cutlery, playdoh, loose parts and using scissors. 	<ul style="list-style-type: none"> • Teach and model correct letter formation, • Begin to form letters correctly. • Developing fine motor skills daily through zipping and unzipping coats, work on pincer grip, name writing, dough disco, mark making, using cutlery, playdoh, loose parts and using scissors. 	<ul style="list-style-type: none"> • Developing fine motor skills daily through zipping and unzipping coats, work on pincer grip, name writing, dough disco, pen disco, mark making, using cutlery, playdoh, loose parts and using scissors. 	<ul style="list-style-type: none"> • Developing fine motor skills daily through zipping and unzipping coats, work on pincer grip, name writing, dough disco, pen disco, mark making, using cutlery, playdoh, loose parts and using scissors. 	<ul style="list-style-type: none"> • Hold scissors correctly and cut out small shapes. • Start to cut along a curved line, like a circle. • Fine motor activities e.g threading, cutting, weaving, playdough. 	<ul style="list-style-type: none"> • Form letters correctly using a tripod grip. • Cut along a curved line, like a circle. • Copy a square. • Begin to draw a diagonal line. • Colour inside the lines of a picture. • Fine motor daily activities e.g threading, cutting, weaving, playdough • Developing fine motor skills through pen disco, writing with the pincer grip, enhancements, loose parts, details added to playdoh.
<p>Understanding the World- Past and Present (History) ELG: Past and Present Children at the</p>	<ul style="list-style-type: none"> • What makes me special? Share the 'All about Me' sheets and 'Holiday Books' - 	<ul style="list-style-type: none"> • Christmases past • Learn about how people celebrated Christmas in the past 	<ul style="list-style-type: none"> • Who lived in Skipton Castle? • Learn about the history of castles 	<ul style="list-style-type: none"> • Explorers • Safari Adventures: Learn about different people, communities and cultures linked to 	<ul style="list-style-type: none"> • Gardener visit • Harlow Carr visit • Fire Engine visit 	<ul style="list-style-type: none"> • History of Bears • Look at first bears Paddington /Winnie the Pooh-how do we know



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<p>expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society; • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>similarities and differences.</p> <ul style="list-style-type: none"> • My Family: Traditions and celebrations. Past and present. • Create family portraits • Discussion about the children's experiences of past birthday celebrations. 	<ul style="list-style-type: none"> • Exploring Traditions and Festivals: Bonfire Night - discuss why we celebrate. History of Bonfire Night and Guy Fawkes. Read the story 'The Gunpowder Plot'. • Learn about People who help us- firefighters and their role on Bonfire Night. Police keeping us safe and doctors. • Share 'The Christmas Story'. What happens? Why do we celebrate. • Discuss Family traditions at Christmas - focus on similarities and differences. 	<ul style="list-style-type: none"> • Learn about Kings and Queens and knights • Conservation of castles today 	<p>the topic. Compare to our community and culture.</p> <ul style="list-style-type: none"> • Discuss the similarities and differences in customs and traditions. • Learn about Shrove Tuesday, Ash Wednesday and Easter history and traditions. • Learn about the changing world and habitats of animals • Books about famous explorers- <ul style="list-style-type: none"> ✓ The Indestructible Tom Crean by Jennifer Thernes ✓ Alexander Von Humboldt (Little People, Big Dreams) ✓ Manfish by Jennifer Berne ✓ Alastair Humphreys 		<p>they are from the past?</p>
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				<p>Great Adeventurers by Alastair Humphreys</p> <p>✓ Everest: The Remarkable Story of Edmund Hilary and Tenzing Norguay</p> <p>•</p>		
<p><u>Understanding the world- The Natural World (Science and some geography links)</u> ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants; • Know some similarities and differences 	<ul style="list-style-type: none"> • Draw self portraits using pictures to recognise the parts of their face. • Learn about the parts of their body linked to 'Funny Bones' • Measure ourselves to see how much we will grow over the year • Autumn walk using the senses • Harvest- learn about farm animals 	<ul style="list-style-type: none"> • Learn about how to keep safe at night time- reflective things in the dark. • Doctor/nurse visit for how to look after themselves • Exploring materials- have an area set up like a party- paper, plastic, wood, pottery- talk about the different materials- different cups made from different 	<ul style="list-style-type: none"> • Ice investigations outside- how can we melt the ice quicker? • Frozen decorations- watch them melt/freeze/change of state • Winter walk- how do we know it is winter? Use senses to describe winter • RSPB Bird Watch- Key birds for EYFS vocabulary • Make bird feeders for the RSPB Bird watch 	<ul style="list-style-type: none"> • Learn about the animals on safari- daily animal pictures- what can you tell me about it? • Compare animals in other countries with animals around us • Animals in the Gruffalo- what would they eat? • Observe, describe and compare animals in the Gruffalo • Describe the plants in the 	<ul style="list-style-type: none"> • Learn about the plants and trees around us • Learn about What insects can you find outside (mini animals from vocabulary) • Plant their own beans- identify the different parts • Plant fruits/vegetables • Gardening • Visit from a gardener • Stages of life • What will I be when I grow up? 	<ul style="list-style-type: none"> • Harlow Carr • Bears- learn about the different types of bears and compare their differences • Learn about where different bears live- compare their habitats • Children use their senses on their own bear hunt • Summer walk



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<p>between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> Think about what clothes to wear in autumn Name and observe and describe autumn animals- look at different kinds of squirrels (Squirrel Nutkin) and different types Look at foxes across the world Can we find any animals in our playground in autumn? Talk about the plants in Autumn- conker, pine cone, sycamore, acorn Make a hedgehog hotel Make hedgehog bread Explore a pumpkin Types of houses- where do you live? 	<p>materials/colours / textures. Name the different objects and say the material they are made of.</p> <ul style="list-style-type: none"> Explore changing the shape of materials e.g gingerbread men and salt dough Explore joining materials through Christmas craft- sticking, gluing, stapling Make gingerbread men and talk about ingredients before and after cooking. Explore the changes in the weather Experience being in the dark- have a dark tent and have reflective items and high vis materials 	<ul style="list-style-type: none"> Sounds in Chinese new year Make dragon puppets (forces) Look at real life dragons- leafy sea dragon, dragonflies, Komodo, bearded dragon, pink dragon millipede, flying dragon, blue dragon sea slug- choose one to do a picture of and make a dragon wall display. Zog's guide to look after yourself- checklist for how to look after themselves at home. What can you make Zog's armour from? 	<p>forest in the Gruffalo</p> <ul style="list-style-type: none"> Make big Gruffalo collages- using different materials Make Gruffalo/snake out of playdoh/clay Hot Cross Buns Eggs- the different animals that lay them and think about life cycles Spring Walk Baby Animals Sounds of spring Make Gruffalo crumble Floating and sinking- make Easter bunny boats- see how many cubes they can hold. 	<ul style="list-style-type: none"> I can sentences for each stage of life Staff as babies vs now Compare height to start of the year. 	
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<p><u>Understanding the World- People, Culture and Communities (Geography and RE)</u></p> <p>ELG: People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between 	<ul style="list-style-type: none"> Sense of Place - My School. Simple map work of the school (big floor map for children to play with in provision) Getting to know key places in the school building, grounds and routes from and to my classroom. A walk around our school and playground. Describe their immediate environment using knowledge from observation and discussion. Create a Embsay display map. Children bring in photographs of them standing at places around the village. Add to the map with holidays/trips in the class. 	<ul style="list-style-type: none"> Sense of Place- Walk to the post office- post office role play- add pictures to Embsay map Explore - Jobs and key people in our community. Firefighters, postal workers, police officers, health professionals, engineers, school staff. People in our community who help us. Learn about the different religions in this country through the holidays they celebrate- Diwali, Christmas, Hannukah 	<ul style="list-style-type: none"> A walk to Church- Link to the text 'Naughty Bus'. Explore journeys and looking at maps and plans of the local environment & my school. Where will your bus journey take you? Use big floor map for children in provision Sense of Place - Introduce children to the different environments that dinosaurs would have lived in - plains, wetlands, desert, forest, volcanoes and sea. 	<ul style="list-style-type: none"> Explain some similarities and differences between life in Embsay and life in Africa (Handa's Surprise) Explore the different places, environments and communities around the world. Why don't elephants live in Embsay? Learn about the different religions in this country through the holidays they celebrate- Easter, Eid 	<ul style="list-style-type: none"> A walk around Nell Bank/Harlow Carr Map work for Nell Bank/Harlow Carr How do I take care of my planet? How do we ensure fruit and veg grow? Understand how the weather/seasons effect the plants/fruits/vegetables that grow. Explore fruit and veg that grows around the world- use of photos of different environments Observing living things in my immediate environment. Describe through stories, observations and discussions. 	<ul style="list-style-type: none"> Create their own maps linked to WR maths work- Bear Hunt Learn about the different bears across the world and their differences and how they are adapted to where they live. (Draw some differences for where they live) Learn about different countries form looking at bears around the world
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<p>different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</p> <ul style="list-style-type: none"> • 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. 						
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<p>Computing Using Barefoot computing planning as well as units preparing for Year 1</p>	<ul style="list-style-type: none"> • Awesome Autumn (BC): <ul style="list-style-type: none"> ✓ Leaf Labyrinth ✓ Making bread (instead of pumpkin soup) ✓ Autumn patterns (as part of maths) 	<ul style="list-style-type: none"> • Creating media- using Paint on the interactive WB: <ul style="list-style-type: none"> ✓ Diwali patterns ✓ Decorate a Christmas tree 	<ul style="list-style-type: none"> • Winter Warmers (BC): <ul style="list-style-type: none"> ✓ Make a bird feeder ✓ Make an igloo ✓ Scarves for snowmen 	<ul style="list-style-type: none"> • Busy Bodies (BC) <ul style="list-style-type: none"> ✓ Parts of our bodies ✓ Make a body ✓ Look how we grow ✓ Movement algorithms 	<ul style="list-style-type: none"> • Learning about laptops- identify the components of a computer and starting to learn how to turn them on/login to the school system 	<ul style="list-style-type: none"> • Summer Fun (BC) <ul style="list-style-type: none"> ✓ Journeys ✓ Seaside Tangrams ✓ Colour Collections
<p>RE People Culture and Communities ELG:</p> <ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has 	<ul style="list-style-type: none"> • Harvest- including a trip to Church • Which Stories are special and why? (NY syllabus) <ul style="list-style-type: none"> ○ What is your favourite book? What do you like about it and why? ○ Learn that the Bible is a special holy book for Christians- 	<ul style="list-style-type: none"> • Christmas • Diwali • Hanukkah • Incarnation- Why do Christians perform Nativity plays at Christmas? <ul style="list-style-type: none"> • Know what the Bible says about Jesus. • Know Christians say Jesus was a special baby because he came from God. 	<ul style="list-style-type: none"> • Starting to go into Friday and KS1 Collective Worship • Shrove Tuesday • Ash Wednesday • Lent • Easter • Eid and fasting • Which places are special and why? (NY syllabus) <ul style="list-style-type: none"> ○ Talk about somewhere that is special to themselves and why ○ Be aware that some 	<p>Salvation- Why do Christians put a cross in an Easter Garden?</p> <ul style="list-style-type: none"> • Know Jesus' followers believed he was the King and sent to rescue people. • Know the story of Palm Sunday is important 	<ul style="list-style-type: none"> • Go into daily Collective Worship • What is special about our world? (NY syllabus) <ul style="list-style-type: none"> ○ Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world 	<p>God/Creation- Why is the word God so important to Christians?</p> <ul style="list-style-type: none"> • God is special and important because He created the whole world from nothing. • The Bible contains stories about how God made the world. • God made people to take care of the world. • It is important to say "thank



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<p>been read in class.</p>	<p>Read some stories from it (Creation, Noah's Ark, David and the Shepherd Boy)</p> <ul style="list-style-type: none"> ○ Identify some of their own feelings after listening to the stories. ○ Learn that different religions have different sacred books ○ Talk about what Jesus teaches about keeping 	<ul style="list-style-type: none"> ● Know Christians say Jesus is a rescuer and a friend. 	<p>religious people have places which have a special meaning to them.</p> <ul style="list-style-type: none"> ○ Talk about the things that are special and valued in a place of worship ○ Identify some significant features of sacred places ○ Recognise a place of worship ○ Get to know and use appropriate words to talk about their 	<p>for Christians.</p> <ul style="list-style-type: none"> ● Know why the palm cross is an important symbol. ● Know Christians believe Jesus died on Good Friday. ● Know Christians believe Jesus is not dead but alive forever. ● Know some of the ways Christians celebrate Easter. 	<ul style="list-style-type: none"> ○ Re-tell stories, talking about what they say about the world, God, human beings ○ Think about the wonders of the natural world, expressing ideas and feelings ○ Express ideas about how to look after animals and plants ○ Talk about what people do to mess up the world and what they 	<p>you" to God at different times of the year, like at Harvest Festival time.</p> <ul style="list-style-type: none"> ● The Lord's Prayer is one way of saying "thank you" to God.
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	<p>promises and say why it is good to keep promises.</p> <ul style="list-style-type: none"> o Talk about what Jesus teaches about saying 'thank you' and why it is good to be thanked 		<p>thought and feelings when visiting a church.</p>		<p>do to look after it.</p>	
<p>Expressive Arts and Design Creating with Materials ELG:</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, 	<ul style="list-style-type: none"> • Colour mixing primary colours (Paint and printing) • Elmer printing • Picasso faces (Painting) • Investigate different artists brush shapes and observe how each shape can influence the marks that are made. 	<ul style="list-style-type: none"> • Self Portraits (Pencil and Chalk Pastels) Link with Science • Matisse coloured collage (cutting and colour skills) • Loose part fire works • Poppies (tissue paper) 	<ul style="list-style-type: none"> • Winter scene painting using tints and shades (Drawing and painting) Link with Geography • Observational winter drawings (pastels and pencils) • Dinosaurs (tissue paper) • Fossils observation drawings (pencils) 	<ul style="list-style-type: none"> • Safari animals (Drawing using pen and oil pastels) • Cave animal paintings (using charcoal, chalks and paint). Link with History • Explore mixing paint to make hot colours. 	<ul style="list-style-type: none"> • Van Gogh's Sunflowers (Drawing and Painting) Link with Science • Sew sunflowers (felt and thread) • Paint the 'Hungry Caterpillar' book as a class (oil pastels) • Experiment with and enjoy colour; discovering which paint/crayon colour 	<ul style="list-style-type: none"> • Arcimboldo Fruit and Vegetable chalk portraits Link with Science • Use different textures/materials to make the places they go on the Bear Hunt



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<p>texture, form and function;</p> <ul style="list-style-type: none"> • Share their creations, explaining the process they have used; • Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> • Enjoy making marks, signs and symbols on a variety of different types of paper. • Discover how to hold and use a paintbrush effectively. • Little Red Hens (hand prints and oil pastels) • Colour Monster (chalk pastels) • Favourite toys (using different shapes) • Odd Dogs (loose parts) • Clay Hedgehogs (clay and loose parts) • Autumnal observational drawings (range of different materials and tools for them to choose from) 	<ul style="list-style-type: none"> • Splatter firework painting (flicking a paintbrush) • Clay reindeer (clay and loose parts) • Christmas tree (Cardboard and wool) • Christmas hat (cardboard and loose parts) • Gingerbread men (icing pens to decorate) • Christmas calendars (buttons and pens) • Christmas cards (different paper and loose parts) • Mangoli art 	<ul style="list-style-type: none"> • Ice art (ice and loose parts and string) • Chinese New Year animal (pencil and paint) • Paint a Wishing Tree Orange (using Oil Pastels and Brusho) • Paint a Moyeefa Blossom Tree Branch (paint and cotton Buds) • Explore mixing paint to make cold colours. • Discover how to make lighter/darker shades. • Investigate Chinese New Year celebrations-construct a Chinese dragon, Lantern. • Create Chinese lettering and numbers. . • Snowflakes (glue and glitter) 	<ul style="list-style-type: none"> • Construct with purpose in mind when building animal homes DT project. • 3D Work- Handle, feel and manipulate rigid and malleable materials. • Explore tone using different grades of pencil, pastel and chalk • Discover paint effects using tools to create patterns to represent animal skins 	<p>is preferably for a design.</p> <ul style="list-style-type: none"> • Explore homes for a mini beast and design and make their own. • Explore repeating pattern and design through vegetable printing and bean/seed patterns. • Make flowers using loose parts (beans, lentils) 	
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<p>Expressive Arts and Design (Music and Drama) Being Imaginative and Expressive ELG:</p> <ul style="list-style-type: none"> • 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>Sing Up! Drawing Club Daily nursery rhymes Role Play Drama</p>	<p>Sing Up! Drawing Club Daily nursery rhymes Role Play Christmas performance</p>	<p>Sing Up! Drawing Club Daily nursery rhymes Role Play Drama</p>	<p>Sing Up! Drawing Club Daily nursery rhymes Role Play Drama</p>	<p>Sing Up! Drawing Club Daily nursery rhymes Role Play Drama</p>	<p>Sing Up! Drawing Club Daily nursery rhymes Role Play Drama</p>
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Trips and special days	<ul style="list-style-type: none"> • Harvest trip to Church • Tour around the school and school grounds • Parents' open evening • Autumn Walk 	<ul style="list-style-type: none"> • Children in Need • Christmas performance • Post office trip • People who help us visits 	<ul style="list-style-type: none"> • Skipton Castle visit • Winter walk 	<ul style="list-style-type: none"> • Church visit for Easter • Spring walk 	<ul style="list-style-type: none"> • What do I want to be when I grow up? Dress up day 	<ul style="list-style-type: none"> • Harlow Carr • Summer walk • Teddy Bear Picnic with families
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