

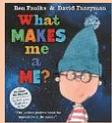
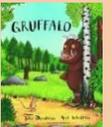
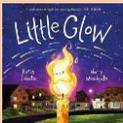
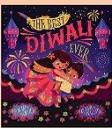
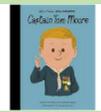
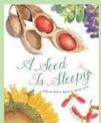
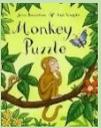
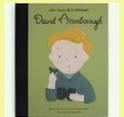
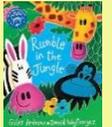
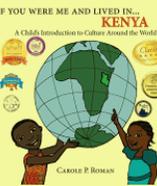
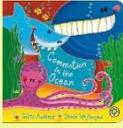
Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
<p><i>General Themes</i></p> <p>These may be adapted to allow for children's interests.</p>	<p><i>Marvellous Me</i></p> <p>Starting School My new class (learning names, become familiar with classroom set up) Why I am so special</p> <ul style="list-style-type: none"> - My Family - My Pets - My Home <p>What I am good at How to be a good friend – being kind How I am feeling becoming familiar with our feelings</p> <ul style="list-style-type: none"> - Happy/sad - Excited/lonely - Confused/angry/worried <p>Autumn Signs Leaves/trees Weather changes Effect on animals</p>	<p><i>Let's Celebrate!</i></p> <p>Halloween Bonfire Night</p> <p>Diwali / Hanukah (festivals of light)</p> <p>Remembrance Day Advent Christmas</p> <p>Winter – (changes we notice)</p>	<p><i>Superheroes</i></p> <p>People who help us – real life superheroes</p> <p>'We are all heroes' (revisit and extend from Autumn 1)</p> <p>What makes us special? What we want to be when we grow up.</p> <p>What can we do now? – our body/skeleton</p>	<p><i>Growing</i></p> <p>Spring Plants and flowers – planting and preparing outdoors (Growing a beanstalk)</p> <p>Animal lifecycles – farm (sheep/lambs, Goats/kids, cows/calves)</p> <p>Lifecycle of a Butterfly</p> <p>Human lifecycle – how do we grow?</p> <p>Family tree</p>	<p><i>Our Wonderful World</i></p> <p>Where do we live? – our local area</p> <p>World and Country maps Animals around the world – habitats (deserts/jungles/grasslands)</p> <p>Endangered animals (orangutans/giraffes/rhinos)</p> <p>Recycling/pollution Looking after our world</p>	<p><i>Our Wonderful World</i></p> <p>Under the Sea -animals</p> <p>Pirates</p> <p>Boats – transport</p> <p>Journeys – how can we travel around the world?</p> <p>Our planet/space (Earth, Mars, Jupiter, Saturn, Venus, Neptune, Uranus,Mercury)</p>				
'Wow Moment'	Autumn visit to Gibside Spotting Signs of Autumn	Nativity Performance	Various visits from police etc	Visit to Hall Hill Farm	Walks around our local area	Visit to aquarium and beach				
'Wow Vocab'	Unique Seasons Weather Hibernating Nocturnal	Lonely Confused	Festival Celebrate Patient Delicate/fragile Melting	past present same different	Unique Hero/heroine Criminals Clue Evidence	Cocoon Chrysalis Shoot Root Stem	bulb calf kid foal lifecycle	Endangered Extinct Pollution Country	recycle habitat desert jungle	Earth Planets Astronaut floating/sinking

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		Freezing A long time ago	ambulance	Seed baby/toddler Teenager /adult Days/weeks/years	City/town/village village United Kingdom Continent Map/atlas/globe	
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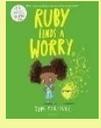
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Texts</p> <p>Ongoing: Nursery Rymes, songs</p>	<p>Marvellous Me</p>      	<p>Let's Celebrate!</p>      	<p>Superheroes</p>      	<p>Growing</p>     	<p>Our Wonderful World</p>      	<p>Our Wonderful World</p>      

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Communication And Language</i></p> <p>ELG: Listening, Attention and Understanding 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 Hold conversations when engaged in back and forth exchanges with their teacher and peers</p> <p>ELG: 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. Express their ideas and feelings about experiences using full sentences, including use of past, present and future tenses.</p>	<p><i>Marvellous Me</i></p> <p>Tell me about you</p> <p>Children can talk about themselves, their likes and dislikes, their families (familiar topics) in a one-to-one situation</p> <p>Nursery Rhymes and Songs – Twinkle Twinkle Head, shoulders Knees and Toes If you're happy and you know it</p>	<p><i>Let's Celebrate!</i></p> <p>Tell me a story</p> <p>Retell a favourite story or make up own simple story, talking about their favourite part in one-to-one and small group situations</p> <p>(puppets/story maps)</p> <p>Nursery Rhymes and Songs – Incy Wincy Spider Little Miss Muffet Dem Bones, Dem Bones Its Raining, Its Pouring</p>	<p><i>Superheroes</i></p> <p>Tell me why</p> <p>Answer 'why' questions within a small group or whole class situation</p> <p><i>Why do you think the doctor has this? Why do you think this happens? Why do you do that?</i></p> <p>Nursery Rhymes and Songs – Miss Polly has a Dolly Humpty Dumpty Five Little Monkeys London Bridge is Falling Down One Finger, One Thumb (Keeping Moving)</p>	<p><i>Growing</i></p> <p>Explain to me</p> <p>Answer 'how' questions within a small group or whole class situation</p> <p>How do plants grow? How does a seed become a tree? How do we become an adult?</p> <p>Nursery Rhymes and Songs – Mary, Mary Quite Contrary Old McDonald Had a farm This Little Piggy The Farmer's in his Dell</p>	<p><i>Our Wonderful World</i></p> <p>Tell me the differences between</p> <p>Children can talk about the differences they observe between Dipton and Stanley. They can also talk about differences between England and Kenya (Handa's Surprise)</p> <p>Nursery Rhymes and Songs – Down in the Jungle</p> <p>In the Jungle (the mighty jungle)</p> <p>Monkey Babies</p>	<p><i>Our Wonderful World</i></p> <p>Tell me what happened (Recount)</p> <p>Children can talk about journeys they have been on. They can also describe journeys others have made.</p> <p>Nursery Rhymes and Songs – Row, Row , Row your Boat The Wheels on the Bus A Sailor Went to Sea Bobby Shaftoe's Gone to Sea (local connection)</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Personal, social, emotional development</i></p> <p>ELG: Self- Regulation Show an understanding of their own feelings and those of others, and begin to regulate behaviour accordingly Set and work towards simple goals, Being able to wait for what they want and control their immediate impulses where 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>ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. Explain the reason 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>ELG: Building Relationships 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>Marvellous Me</p> <p>Building relationships/getting to know each other. Learning each other's name. Understanding the importance of welcoming everyone into our class group. Acknowledging differences between class group and celebrating those differences.</p>  <p>Settling to the routines and expectations of the classroom – snack time, lunch etc.</p> <p>Spend time playing alongside others in the areas, developing confidence with resources and class environment.</p>	<p>Let's Celebrate!</p> <p>Remembrance Day activities – Thinking about others and how they must have felt.</p>  <p>Become more familiar with class and school rules. Begin to understand why these rules are important.</p> <p>Advent – Waiting Talk about the importance of being patient. Not always getting what you want immediately. Time to prepare, get ready.</p> <p>Link to Reverse Advent Calendar – some children aren't as lucky as us</p> 	<p>Superheroes</p> <p>'We are all heroes' Focus on how we are all special and unique.</p>  <p>People Who Help Us Understand that there are people we can ask for help when we need it.</p>  <p>Understanding of the need for rules to keep everyone safe – consequences of actions.</p> <p>Begin to embed a 'Play, Do, Review' approach. Talk about setting simple goals.</p> <p>Look at how we can continue to look after ourselves by</p>	<p>Growing</p> <p>Focus on how we have developed from babies and toddlers. What can we do now that we couldn't do?</p> <p>How did we communicate our needs when we were younger? How can we tell someone what we want and how we are feeling now?</p> 	<p>Our Wonderful World</p> <p>Learning new songs and dances from another country</p> <p>Food tasting – giving things a go even if we aren't sure.</p> <p>Endangered animals – showing some empathy. What can we do to help them? Why is it important to help them? Begin to understand why some people act in a certain way.</p>  <p>Why is it important to look after our world?</p>	<p>Our Wonderful World</p> <p>Beginning to develop an understanding of how big our world is and the role we play in it.</p> <p>Consider all of the changes that happen in our lives.</p> <p>Prepare for transition to Year 1.</p> <p>Focus on what we know now that we didn't know when we started school.</p> <p>What skills and talents have we developed that will help us in Year 1?</p> <p>Talk about any worries we have and what we can do to help each other feel better about things.</p> 

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	<p>Beginning to identify all of our different feelings.</p>  <p>Introduce a feelings chart to encourage talking about how we are feeling and what we can do to help ourselves and each other.</p> <p>Introduce dressing and undressing for P.E.</p>	<p>Begin to consider what activities they would like to attempt during play. Encourage selective choice of resources and working towards a conclusion. Emphasise children taking pride in own work rather than looking for praise from others.</p> <p>Encourage children to dress appropriately for the Winter weather. Can they put on their own hat, scarf, gloves? Can they zip up their coats to keep warm?</p>	<p>making healthy food choices. Identify appropriate choices.</p>			
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Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Physical Development</i></p> <p>ELG: Gross Motor Skills 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> <p>ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.</p>	<p><i>Marvellous Me</i></p> <p>Encourage regular exploration of outdoor area.</p> <p>Exploring what our bodies can do – fundamental skills. Moving at different speeds and different directions.</p> <p>Moving safely around a space.</p> <p>Finding space safely to complete activities.</p> <p>Balancing on different parts of the body</p> <p>Squiggle While you Wiggle</p> <p>Dough Disco</p> <p>The Messaging centre - encouraging mark making.</p> <p>Mark making outside – chalk and paint</p> <p>Look at pencil grip</p>	<p><i>Let's Celebrate!</i></p> <p>Introduce equipment Moving in different ways over equipment.</p> <p>Becoming confident travelling at different heights.</p> <p>Yoga – for increased balance</p> <p>Introduce bean bags and look at how we throw towards a target.</p> <p>Pen disco - using fine liner pens to create patterns linked to graphemes.</p> <p>Fine motor activities – threading, using tweezers etc</p> <p>Practising letter formation of graphemes taught – initially using white board and pen.</p>	<p><i>Superheroes</i></p> <p>Introduce balls of different sizes. Explore throwing, catching, rolling and kicking both large and small balls.</p> <p>Encourage aiming for targets of different shapes and sizes.</p> <p>Work together with a partner to complete different tasks involving balls.</p> <p>Work on letter formation using pencil and paper. Lots of repetition in order to develop some fluency.</p> <p>Introduce Play Dough Station- children to stir and knead in order to create a perfect dough. They then use a range of tools to model their dough.</p>	<p><i>Growing</i></p> <p>Introduce resources to bat, pat and hit a ball.</p> <p>Simple relay races to consolidate turn taking and practise recently learned skills.</p>	<p><i>Our Wonderful World</i></p> <p>Introduce ball games with teams and rules.</p> <p>Spend time practising these games and thinking about how we can improve our performance.</p> <p>Learn dances from around the world</p> <p>Continue to work on correct letter formation. Practise sitting letters correctly on the writing line.</p>	<p><i>Our Wonderful World</i></p> <p>Create obstacle courses for the children to complete. Ensure a range of surfaces and heights. Encourage children to create obstacle courses for their friends to complete. Can they draw maps to show them the way?</p>

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	<p>Various pencil and scissor activities.</p> <p>Encourage drawing and painting using a variety of equipment -pencils, large felt pens, chalk, crayons, large paint brushes.</p>	<p>Introduce fine-line pens and thinner pencils.</p> <p>Explore clay and the tools needed to roll and shape.</p>	<p>Introduce Observational Drawing – model how to look closely at shape and colour and record what you can see, not what you think you can see.</p>	<p>Introduce fine paint brushes with watercolour</p>		
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Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Literacy</i></p> <p>ELG: Comprehension 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>ELG: Word Reading Say a sound for each letter of the alphabet and at least ten 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>	<p><i>Marvellous Me</i></p> <p>Talk For Writing The Three Billy Goats Gruff</p> <p>Daily Storytime</p> <p>Phonics – Letters and Sounds Phase 1 Sounds in the environment Initial sounds- alliteration Rhyming strings Oral blending – talking like a robot</p> <p>Phonics – Letters and Sounds Phase 2</p>	<p><i>Let's Celebrate!</i></p> <p>Talk For Writing The Gingerbread Man</p> <p>Phonics – Letters and Sounds Phase 2 Begin to read simple CVC words</p> <p>Phonics – Letters and Sounds Phase 3 (Graphemes) Reading wider range of CVC words</p>	<p><i>Superheroes</i></p> <p>Talk For Writing The Three Little Pigs</p> <p>Talk Time</p> <p>Snack Time – mystery object</p> <p>Phonics – Letters and Sounds Phase 3 (Digraphs) Read captions and phrases.</p>	<p><i>Growing</i></p> <p>Talk For Writing Jack and The Beanstalk</p>	<p><i>Our Wonderful World</i></p> <p>Talk For Writing The Enormous Turnip</p> <p>Phonics – Letters and Sounds Phase 4 Read simple sentences</p>	<p><i>Our Wonderful World</i></p> <p>Talk For Writing Little Red Riding Hood</p>

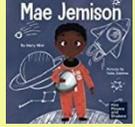
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<p>ELG: Writing Write recognisable letters, most of which are correctly formed Spell words by identifying sounds in them and representing the sound with a letter or letters. Write simple phrases and sentences that can be read by others.</p>	<p>Message Centre – symbols/secret messages Encourage mark making.</p> <p>Phase 2 graphemes</p>	<p>Phase 2 graphemes Segmenting to spell simple CVC words</p> <p>Phase 3 graphemes Segmenting to spell a range of CVC words</p>	<p>Phase 3 digraphs Segmenting to spell phrases and captions</p>		<p>Phase 4 Segmenting to spell simple sentences.</p>	
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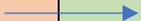
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White Rose Maths	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Mathematics</i></p> <p>ELG: Number Have a deep understanding of the numbers to 10, including the composition of each number. Subitise up to 5 Automatically recall number bonds to 5 and some number bonds to 10, including double facts.</p> <p>ELG: Numerical Patterns 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 with numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><i>Marvellous Me</i></p> <p>Matching, Sorting</p> <p>Comparing</p> <p>Making Simple Patterns</p>	<p><i>Let's Celebrate!</i></p> <p>Numbers 1,2 and 3</p> <p>Representing/ comparing numbers 1,2,3</p> <p>Composition of 1,2,3</p> <p>Circles and Triangles</p> <p>Position</p> <p>Numbers 4 and 5</p> <p>1 more, 1 less</p> <p>Shapes with 4 sides</p> <p>Night and Day - Time</p>	<p><i>Superheroes</i></p> <p>Zero</p> <p>Comparing numbers to 5</p> <p>Composition of 4,5</p> <p>Comparing mass and Capacity</p> <p>Numbers 6, 7 and 8</p> <p>Making Pairs</p> <p>Combining 2 groups</p> <p>Length and height</p> <p>Time</p>	<p><i>Growing</i></p> <p>Numbers 9 and 10</p> <p>Comparing numbers to 10</p> <p>Number bonds to 10</p> <p>3-D Shape</p> <p>Patterns</p> <p>Introduce number square – look at patterns of counting system, even and odd numbers, making prediction, counting in 2s, 5s and 10s.</p>	<p><i>Our Wonderful World</i></p> <p>Building Numbers beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial Reasoning</p> <p>Adding More</p> <p>Taking Away</p>	<p><i>Our Wonderful World</i></p> <p>Doubling</p> <p>Sharing and Grouping</p> <p>Even and Odd</p> <p>Patterns and relationships</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Understanding The World</i></p> <p>ELG: Past and Present Talk about the lives of people around them and their roles in society.</p> <p>Know some similarities between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past though settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories,</p>	<p>Marvellous Me</p> <p>People who help us in school – who is everyone? What is their role? How can they help us?</p> <p>Become familiar with Immediate class and school environment - walk around school grounds</p>	<p>Let's Celebrate!</p> <p>What things do we celebrate? Why do we celebrate? How do we celebrate?</p> <p>Remembrance Day</p>  <p>What happened? Who are we remembering? Why is it important to remember?</p> <p>Diwali / Hanukah Festivals of Light</p>  <p>Who celebrates these festivals? Why do they celebrate? How do they celebrate?</p>	<p>Superheroes</p> <p>What do your family members do for jobs?</p> <p>People who help us – Police/Doctors, nurses/Firemen and Women etc.</p> <p>What does their job involve? What kind of things do they do each day? Do they have any special equipment/transport to help them?</p> <p>Captain Tom Moore</p>  <p>How did he help others during his life?</p>	<p>Growing</p> <p>Human life-cycle -baby, toddler, teenager, adult</p> <p>Family Tree- who came before you?</p> 	<p>Our Wonderful World</p> <p>David Attenborough / Greta Thunberg – looking after our world.</p>  <p>What have they done to help our world? What things can we learn from them?</p> <p>Comparing Dipton with Stanley – walks around areas. Creating own maps of local area. Bus trip to Stanley – what can we spot here? Look at google maps – identify school, where they live, Dipton, Stanley</p>  <p>Comparing life in Kenya with life in Dipton</p>	<p>Our Wonderful World</p>  <p>Neil Armstrong – The First Moon Landings</p>  <p>Look at some inspirational characters from the past – we can do anything if we put our mind to it!</p> <p>Further explore maps – look at world maps. Create maps of different journeys they and others take.</p>

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<p>non-fiction texts and – when appropriate – maps.</p> <p>ELG: Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Autumn leaves Pumpkins Hibernating animals</p> <p>Autumn – signs of autumn, Autumn walks – Trip to Gibside What is different? What stays the same?</p>	<p>Pine cones / snowflakes</p> <p>Winter – changes from Autumn Frost/snow/ice Freezing and melting Ice and water</p>		<p>Daffodils/snow drops other signs of spring. Farm animals</p> <p>Spring – new changes Growing bulbs, buds and leaves on trees, Baby animals</p>	<p>Animals/habitats of Kenya Jungles of Africa – compare with our fields and hedgerows</p>	<p>Animals found under the sea</p> <p>Summer – changes. How does sunlight and warmth affect our world?</p>
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Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Expressive arts and Design</i></p> <p>ELG: Creating with Materials 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>ELG: Being Imaginative and Expressive 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>	<p><i>Marvellous Me</i></p> <p>Self-portraits – looking closely at parts of the face using pencil</p> <p>Autumn collages – how can we capture the shapes and colours of Autumn?</p> <p>Talk for Writing – The Three Billy Goats Gruff</p> <p>The Gruffalo</p> <p>Twinkle, Twinkle Head, Shoulders .. If you're happy and you know it ...</p>	<p><i>Let's Celebrate!</i></p> <p>Introduce water colour and begin to develop skills of observational drawing – leaves, pumpkins</p> <p>Large firework paintings exploring techniques of spraying and flicking</p> <p>Talk for Writing – The Gingerbread Man</p> <p>Room on the Broom</p> <p>Incy Wincy Spider Little Miss Muffet Dem bones, dem bones It's raining, its pouring</p>	<p><i>Superheroes</i></p> <p>Encourage children to design and build houses (linked to 3 little pigs – what would you build your house out of?)</p> <p>Do they pass the 'huff and puff test?'</p> <p>Introduce play dough self-service station</p> <p>Continue observational drawing – vegetables. Focus on shape and colour.</p> <p>Look at Arcimboldo</p> <p>Talk for Writing – The Three Little Pigs</p> <p>Supertato</p> <p>Miss Polly has a Dolly Humpty Dumpty London Bridge is falling down One finger, one thumb (keep moving)</p>	<p><i>Growing</i></p> <p>Focus in on parts of a plant to draw/paint.</p> <p>Introduce the idea of 'Austin's Butterfly' to look at making improvements.</p> <p>Talk for Writing – Jack and the Beanstalk</p> <p>Mary, Mary quite contrary Old McDonald This little piggy The Farmer's in his den</p>	<p><i>Our Wonderful World</i></p> <p>Kenyan Art – Use of colour</p> <p>Collages of habitats from around the world</p> <p>Talk for Writing – The Enormous Turnip</p> <p>Down in the Jungle</p> <p>In the Jungle (the mighty jungle)</p> <p>Monkey Babies</p>	<p><i>Our Wonderful World</i></p> <p>Encourage children to design and make different modes of transport. How can you make it move?</p> <p>Talk for Writing – Little Red riding Hood</p> <p>Row, Row , Row your Boat The Wheels on the Bus A Sailor Went to Sea Bobby Shaftoe's Gone to Sea (local connection)</p>

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Computing

Although Computing is not now a statutory component of the Early years Framework, we recognise the important part technology plays in our children's lives. Therefore, we ensure that, within our learning environment, there are opportunities to use technology to enhance exploration. This includes microscopes at our Investigation Station, microphones in our reading area and a light table. We give our children regular opportunities to use iPads and we also introduce our children to Coding with the use of 'Coding Critters' and 'Botley'. Keeping safe when using technology is a priority so we include several circle time sessions to talk through issues relating to this.

Subject Specific Vocabulary

We know that EYFS is not subject specific. That said, we do develop key vocabulary linked to specific subjects to ensure our children have a smooth transition into Key Stage One and are Year 1 ready.

Computing	Physical Education	Music
Choices, internet, website, screen, mouse, keyboard, equipment, buttons, movement, forwards, backwards	Balance, jump, land, catch, gallop, skip, side-step Aim, turn, travel, star jump, pencil jump, under take-off, over, leap, through, safe, climb, Pathways, small, long, wide, zig-zag, throw, height Heart, spine, stretch,	Perform, volume, 'in time' musical instruments – tambourine, drums, guitar, triangle, cymbals
Science	History	Geography
Microscope, magnifying glass, pipette, magnet, investigate, explore, observe, hibernate, nocturnal, calf, kid, lamb, cocoon, chrysalis, habitat, desert, jungle, grassland, endangered, extinct, shoot, root, stem, seed, bulb, melting, freezing, floating, sinking, delicate, fragile	Past, present, same, different, a long time ago, days, weeks, years, hero, heroine	Weather, season, country, continent, world, area, map, atlas, globe, village, town, city

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Art	Design Technology	
Drawing - Observe, shape, size Paint – watercolour, thin brush, thick brush, mix Clay – roll, pinch, squeeze, join, flat	Plan, Join, attach, strong,	