



# XII RCPS-Reception Class Long term plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Whole school themes</b>	Week 1 & 2: Mission Statement & Learning Powers October: Black History Month	Week 3 (w/c 13/11) Anti-Bullying Week Writing Themed Weeks – Catholic Social Teaching	Week 5 (w/c5/2): Children's Mental health Week 6 <sup>th</sup> Feb Safer Internet Day 10 <sup>th</sup> Feb Chinese New Year – Year of the Dragon	7 <sup>th</sup> March WBD 8 <sup>th</sup> March: International Women's Day Week 3: w/c 11 <sup>th</sup> March British Science week Science Themed Weeks		
<b>General Themes</b> NB: <i>These themes may be adapted at various points to allow for children's interests</i>	<b>All About me!</b> Starting school /Mission Statement/ my new class healthy/Food/Human body/Oral hygiene/ How have I changed? My family / /relationships/feelings/senses What am I good at? RSE links All about Autumn Black History Month	<b>Superheroes and People who help us!</b> Bonfire night celebrations People who help us / Revisit oral hygiene with Dentist/ Careers Christmas Lists Letters to Father Christmas All about Winter Judaism- Hanukkah	<b>Houses and Homes!</b> Where do we live in the UK/the World/Houses in Leigh/around the world/Local history topic. How has school/Leigh changed? Chinese New Year/Children's mental Health week/Safer Internet Day.	<b>Terrific tales!</b> Cinderella George and the Dragon Little Red Riding Hood Goldilocks Room on the Broom Tiger who came to tea World Book Day All about Spring Easter story International Women's Day/ British Science week- Science themed weeks	<b>Come outside!</b> Life cycles of caterpillars/frogs Farm animals The great outdoors Plants & Flowers Planting beans/seeds Fairy Forest trip Amazon Rainforest	<b>Under the sea!</b> All about Summer Where in the world shall we go? Beach trip Send me a postcard! Marine life Seaside's in the past Compare: Now and then! Titanic Art week- Jackson Pollock Hinduism- Divali
<b>Possible Texts</b>	Hairy McLairy Harry and his dinosaurs start school	Detective Tilak Burglar Bill	The Three Little pigs/Wolf's Tail Maps	Cinderella George and the Dragon Little Red Riding Hood	Oi Frog Christopher's Caterpillars Things with Wings	Oceans and Seas book- Titanic.



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	<p>Oliver's Fruit salad The Rainbow Fish Owl Babies Book focus for staggered start; The Very Hungry Caterpillar, Dear Zoo, The Night Pirates, Zog, The Princess and the Wizard.</p>	<p>Helping you heal/ Doctor/ A Check up with the Doctor. Topsy &amp; Tim go to the Dentist, Supertato Captain Tom Little People Big Dreams Fireman Sam/Air and Sea Rescue big book Colin the Coastguard The Christmas Story The Jolly Christmas Postman</p>	<p>Houses and Homes book How we use electricity, What was it like before electricity? The Mouse House</p>	<p>Goldilocks Room on the Broom Tiger who came to tea The Easter Story</p>	<p>What the Ladybird Heard Growing Frogs A day at Greenhill Farm My Bean Plant diary</p>	<p>What can live at the beach/Rock Pool/ Discover and Share the seaside/Look what I found at the seaside. Seaside Holidays (2 books)/ Your Local Area-Seaside/Living by the sea. The Lighthouse Keeper's Lunch &amp; Look What I've found.</p>
<p><b>Religious Education topics</b></p>	<p>Mission statement Creation and Covenant</p>	<p>Prophecy and Promise</p>	<p>Galilee to Jerusalem</p>	<p>Desert to Garden</p>	<p>To the Ends of the Earth</p>	<p>Dialogue and Encounter</p>
<p><b>Communication and Language</b></p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions 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 language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from</p>					



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their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.						
<p>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS assembly/CW, Blank Level Groups</p> <p>Daily story time using high quality tests.</p>	<p><b>Welcome to EYFS</b>  <b>Settling in activities</b>  <b>Making friends</b>  <b>Children talking about experiences that are familiar to them</b>  <b>What are your passions / goals / dreams?</b>  <b>About family routines and special occasions</b>  <b>Show an interest in the lives of other people</b>  <b>Follow instructions (settling in, putting my things away)</b>  <b>Develop vocabulary: Blank level intervention</b>  <b>Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”)</b></p>	<p><b>Tell me a story!</b>  <b>Develop vocabulary:- VIPERS. Blank Level interventions</b>  <b>Discovering Passions</b>  <b>Tell me a story - retelling stories: talk for writing</b>  <b>Story language</b>  <b>Listening and responding to stories</b>  <b>Following instructions</b>  <b>Takes part in discussion</b>  <b>Understand how to listen carefully and why listening is important.</b>  <b>Choose books that will develop their vocabulary.</b></p>	<p><b>Tell me why!</b>  <b>Develop vocabulary- VIPERS: Blank Level interventions</b>  <b>Using language well</b>  <b>Ask’s how and why questions...</b>  <b>Retell a story with story language</b>  <b>Remember key points from a story</b>  <b>Story invention – talk it! I can describe events (Chinese New Year)</b>  <b>Listen to and talk about stories to build familiarity and understanding.</b>  <b>Learn rhymes, poems and songs.</b></p>	<p><b>Explain to me!</b>  <b>Develop vocabulary- VIPERS: Blank Level interventions</b>  <b>Reciting poems and songs</b>  <b>I can learn and recite, poems and songs: (World Book Day)</b>  <b>Tell me a story - retelling stories: talk for writing</b>  <b>I can articulate my ideas and thoughts into well-formed sentences</b>  <b>I ask questions to find out more</b></p>	<p><b>Can you recount an event (Farm trip)? Develop vocabulary:-VIPERS Blank Level interventions</b>  <b>I can learn and recite, poems and songsI can listen to, engage in and talk about non-fiction</b>  <b>Using the iPad to take a photograph</b>  <b>I can describe events in some detail: Farm trip, frog life cycle</b>  <b>Articulate a life cycle</b></p>	<p><b>Tell me about differences?</b>  <b>Develop vocabulary- VIPERS: Blank Level interventions</b>  <b>I can learn and recite, poems and songs:</b>  <b>I can talk about similarities and differences between things in the past and now (seasides)</b>  <b>I can talk about the experiences I have had at different points in the school year (end of year video)</b></p>
<p>Communication and Language ELG</p>	<p><b>Listening, Attention and Understanding ELG</b> Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and</p>					



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	<p>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 ELG</b> Children at the expected level of development will: - 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 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><b>RHSE topics</b></p> <p><b>Managing Self</b></p> <p><b>Self regulation</b></p> <p><b>Making relationships</b></p>	<p><b>Me and my Relationships</b></p> <p>Journey in love- Social and Emotional</p> <p>Equality Act-You choose</p>	<p><b>Valuing Difference</b></p> <p>Journey in Love-Physical</p> <p>Equality Act- Red Rockets and Rainbow Jelly</p>	<p><b>Keeping Myself Safe</b></p> <p>Equality Act- Blue Chameleon</p>	<p><b>Rights and Responsibilities</b></p> <p>Equality Act- The Family Book</p>	<p><b>Being My Best</b></p> <p>Equality Act- The Family Book</p>	<p><b>Growing and Changing</b></p> <p>Journey in Love- Spiritual</p> <p>Equality Act- Mommy, Mama and Me.</p>
<p><b>Personal, Social &amp; Emotional Development ELG</b></p>	<p><b>Self-Regulation ELG</b> Children at the expected level of development will: - 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 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> <p><b>Managing Self ELG</b> Children at the expected level of development will: - 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 ELG</b> Children at the expected level of development will: Early Adopter Handbook 12 - 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>Physical Development ELG</b></p>	<p><b>Gross Motor Skills ELG</b> Children at the expected level of development will: - 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>					



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	<p><b>Fine Motor Skills ELG</b> Children at the expected level of development will: - 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>					
<b>Gross Motor</b>	<p>See separate PE Plan Outdoor provision- climbing, throwing, catching, kicking balls, two wheeled balance bikes, three wheeled pedal bikes, scooters, bats, skipping ropes, digging, building with large blocks, mixing.</p>	<p>See separate PE Plan Outdoor provision- climbing, throwing, catching, kicking balls, two wheeled balance bikes, three wheeled pedal bikes, scooters, bats, skipping ropes, digging, building with large blocks, mixing.</p>	<p>See separate PE Plan Outdoor provision- climbing, throwing, catching, kicking balls, two wheeled balance bikes, three wheeled pedal bikes, scooters, bats, skipping ropes, digging, building with large blocks, mixing.</p>	<p>See separate PE Plan Outdoor provision- climbing, throwing, catching, kicking balls, two wheeled balance bikes, three wheeled pedal bikes, scooters, bats, skipping ropes, digging, building with large blocks, mixing.</p>	<p>See separate PE Plan Outdoor provision- climbing, throwing, catching, kicking balls, two wheeled balance bikes, three wheeled pedal bikes, scooters, bats, skipping ropes, digging, building with large blocks, mixing.</p>	<p>See separate PE Plan Outdoor provision- climbing, throwing, catching, kicking balls, two wheeled balance bikes, three wheeled pedal bikes, scooters, bats, skipping ropes, digging, building with large blocks, mixing.</p>
<b>Fine Motor</b>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control. Holding Small Items / Button Clothing / zips</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors /</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly</p>



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	Taking shoes off and putting them on	paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Cutting with Scissors		Start to cut along a curved line, like a circle	Cut a shape out using scissors Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego
<b>Literacy</b>	<p><b>Comprehension ELG</b> Children at the expected level of development will: - 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>Word Reading ELG</b> Children at the expected level of development will: - 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> <p><b>Writing ELG</b> Children at the expected level of development will: - 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>					
<b>Comprehension</b>	I can show a preference for a book, song or rhyme.	I can talk about events and characters in a story read to	I can show interest and answer simple questions about the text.	I can demonstrate understanding when talking about what I have read.	I know that illustrations can help me make sense of my reading	I can use and understand recently introduced



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		me. I can join in with rhymes and stories. I can fill in missing words from well-known rhymes	I use words that I know to check my reading makes sense	I can repeat words or phrases to check my reading		vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG)
<b>Word reading</b>	Firm Foundations in Phonics 1 Oral blending and segmenting. Identifying initial sounds Rhyming Chn to read books without words.	Secure the Basics 2  Learn a letter sound to match phase 2 letters  Read cvc words containing basics 2 sounds.  Read Basics 2 tricky words.  Use phonics fingers to s & b.  Begin to read simple captions/short sentences.	Begin the Basics 3  Learn a letter sound to match phase 3 letters/digraphs/trigraphs.  Read cvc words containing basics 3 sounds.  Read Basic s3 tricky words.  Use phonics fingers to s & b.  Read and understand captions/short sentences.  Teach letter names/Capital/lower case letters.	Secure the Basics 3  Learn a letter sound to match phase 3 letters/digraphs/trigraphs.  Read cvc words containing basics 3 sounds.  Read Basics 3 tricky words.  Use phonics fingers to s & b.  Begin to read Basics 2 words with speed.  Read and understand captions/short sentences and check what makes sense/sounds right.	Begin the Basics 3+  Learn a letter sound to match phase 3 + letters/digraphs/trigraphs.  Read cvc words containing basics 3+ sounds.  Read Basics 3+ tricky words.  Begin to read Basics 2 words with speed.  Read captions/short sentences consistent with my phonics knowledge by sound blending.  I can re-read books showing increased accuracy and fluency.	Secure the Basics 3+  Read simple sentences with fluency.  Read Basics 3+ words. Say the sound for each letter in the alphabet and at least 10 digraphs.



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<b>Writing</b>	<p>Texts as a Stimulus: Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Name writing. Writing for a purpose in role play</p>	<p>Texts as a stimulus Recount, Name writing, labelling, talk for writing block, story map scribing. Retelling stories, Shopping lists. Build Basics 2 words. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Names Labels letter writing to Santa Writing tricky words such as I, to, the, no, go. Writing CVC words, Labels using CVC words.</p>	<p>Texts as a Stimulus: Rhyming words/sentences Instructions Captions Writing recipes, lists. Writing CVC/tricky words, Labels using CVC words. map drawing and labelling</p>	<p>Texts as a Stimulus: Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – Character descriptions. Order the Easter story Writing CVC words/tricky words.</p>	<p>Texts as a Stimulus Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. life cycles</p>	<p>Texts as a Stimulus: Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description – sea creatures</p>



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<p><b>Maths</b></p>	<p><b>Subitising within 3</b>          Focus on counting skills          Explore how all numbers are made of 1s          Focus on composition of 3 and 4          Subitise objects and sounds          Comparison of sets - 'just by looking'          Use the language of comparison: more than and fewer than          Compare size/mass/capacity          Exploring patterns</p>	<p><b>Focus on counting skills</b>          Focus on the 'five-ness of 5' using one hand and the die pattern for 5          Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number          Explore the concept of 'whole' and 'part'          Focus on the composition of 3, 4 and 5          Practise object counting skills          Match numerals to quantities within 10          Verbal counting beyond 20          Circles and triangles &amp; Spatial awareness</p>	<p><b>Subitise within 5 focusing on die patterns</b>          Match numerals to quantities within 5          Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number          Focus on 5          Focus on 6 and 7 as '5 and a bit'          Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal          Mass and capacity          Length and height</p>	<p><b>Focus on the 'staircase' pattern and ordering numbers</b>          Focus on ordering of numbers to 8          Use language of less than          Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts          Sorting numbers according to attributes - odd and even numbers          3D shape          Patterns</p>	<p><b>Counting – larger sets and things that cannot be seen</b>          Subitising – to 6, including in structured arrangements          Composition – '5 and a bit'          Composition - of 10          Comparison – linked to ordinality Play track games          Counting patterns/spatial reasoning</p>	<p><b>Subitise to 5</b>          Introduce the rekenrek          Automatic recall of bonds to 5          Composition of numbers to 10          Comparison          Number patterns          Counting          Spatial reasoning          Patterns</p>
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		Comparing shapes Night and day (routines/time)				
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<p>General Themes</p> <p><i>NB: These themes may be adapted at various points to allow for children's interests</i></p>	<p>All About me!</p>	<p>Superheroes and People who help us!</p>	<p>Houses and Homes!</p>	<p>Terrific tales!</p>	<p>Come outside!</p>	<p>Under the sea!</p>
<p><b>Understanding The World</b></p>	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p> <p>Listen out for and make note of children's discussion between</p>	<p>Introduce children to different occupations and how they use transport to help them in their jobs. Comparing Tideswell (fictional) to Leigh Celebrating Hanukkah.</p> <p>Recognising that people have different beliefs</p> <p>Respecting difference</p> <p>Changing seasons: Winter</p> <p>Drawing using a paint package</p> <p>Magnet investigation.</p> <p>Whole school-sustainability/climate change.</p>	<p>Encourage them to comment on what their home is like. Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Environments – Features of local environment</p> <p>Maps of local area (Digimaps)</p> <p>Comparing places on Google Earth – how are they similar/different?</p> <p>Drawing a simple map.</p> <p>Making a complete circuit.</p>	<p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Changing seasons: Spring</p> <p>Using Apps/cameras</p>	<p><b>Growth &amp; Change:</b></p> <p>frog life cycle &amp; Butterfly life cycle.</p> <p>I can show care and concern for living things in the environment</p> <p>I can start to develop an understanding of growth, decay and changes over time</p> <p>I can talk about some of the things I have observed such as plants, animals, natural and found objects</p> <p>I can tell you what a plant needs to grow (growing the beanstalk)</p>	<p><b>Materials:</b></p> <p>Floating / Sinking</p> <p>boat building</p> <p>Seasides long ago</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments.</p> <p>Investigating what should be</p>



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	<p>themselves regarding their experience of past birthday celebrations.</p> <p>Using my senses to identify objects.</p> <p>Changing seasons: Autumn</p> <p>Using a floor turtle</p>		<p>Looking at household objects from the past.</p> <p>Long ago – How time has changed.</p> <p>Using cameras</p> <p>Online safety</p> <p>Celebrate Chinese New year</p> <p>Recognising that people have different beliefs</p> <p>Respecting difference</p>		<p>Nocturnal Animals</p> <p>Making sense of different environments and habitats</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see</p> <p>Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants using cameras</p>	<p>found on a beach.</p> <p>What lives on a beach/in the water.</p> <p>Changing seasons: Summer conversation and in play</p> <p>Celebrating Divali.</p> <p>Recognising that people have different beliefs</p> <p>Respecting difference</p> <p>Controlling a floor turtle.</p>
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<p>General Themes</p> <p><i>NB: These themes may be adapted at various points to allow for children's interests</i></p>	<p>All About me!</p>	<p>Superheroes and People who help us!</p>	<p>Houses and Homes!</p>	<p>Terrific tales!</p>	<p>Come outside!</p>	<p>Under the sea!</p>
<p>Expressive Arts and Design</p>	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment. Sing call-and-response songs, so that children can echo phrases of songs you sing. Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas.</p>	<p>Superhero masks. Creating a Superhero Winter pictures. Firework pictures. Making an ornament for the Christmas Tree. Making Christmas cards/Hanukkah cards. Using story maps to retell stories. Learning Superhero songs &amp; using claves.</p>	<p>Use different textures &amp; materials to make the Three Little Pigs houses. Drawing self-portraits. Making Chinese New Year cards and lanterns. Three Little Pigs Music sessions (loud/quiet/fast slow)</p>	<p>Learning songs for Mother's Day Assembly. Creating a necklace for Cinderella inspired by Vivienne Westwood. Castle pictures inspired by Mondrian &amp; Kandinsky. Making Easter cards.</p>	<p>Collaging /painting/creating 3D models of insects,plants and animals. Keeping a steady pulse, using the claves in different songs &amp; pitch matching.</p>	<p>Sand pictures Fish collages Creating beach huts Paper plate fish Making lighthouses Making mermaids Designing and making boats. Creating artwork using Jackson Pollock's techniques. Tinting/shading techniques. Using clay to create Diva lamps.</p>