

King Edwin Primary School
Reception Long Term Planning September 26

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key texts	Handa's Surprise Six Dinner Sid This is Our House	Funny bones The Gruffalo The Gingerbread Man Look up! Jolly Christmas Postman	Frog in Winter Peace at Last Shh! We have a plan	Jim and the Beanstalk Superworm Olivers Vegetables	Farmer Duck The Little Red Hen What the ladybird heard	Snail and the Whale Sharing a Shell 1 is a snail, ten is a crab Night Pirates
Key songs / rhymes	Grand old Duke of York 5 little ducks	1,2,3,4,5 5 little men	5 little speckled frogs Head, shoulders, knees and toes	5 fat sausages There was an old lady who swallowed a fly	Old McDonald 10 green bottles	Bobby Shaftoe London Bridge is falling down
Story Immersing	Fruit tasting Fruit printing House building	Gruffalo hunt Letter to Santa	Ice sculptures	Vegetable soup Growing beans	Bread making	Beach visit - sand castle making
Careers linked to texts	Vet Teacher	Baker Astronaut Postman	Doctor Astronaut	Gardener Chef	Farmer Police officer	Lifeguard Coast guard
Community links / trips and other key events	Harvest Festival Reading breakfast	Drop in Visit to the park Halloween Bonfire Night Remembrance Day Children in Need Nativity Christmas Fair	Reading breakfast Pancake Day Valentines Day	Drop in Easter World Book Day Comic Relief Mothers Day	Reading breakfast Careers Day Fathers Day	Drop in Summer fair Transition Days
Healthy Living	Hand washing	Oral hygiene	Personal Hygiene	Oral Hygiene	Sun safety	Sports Day

	Toileting routines Healthy snacks			Importance of exercise		
Communication and Language	Listen to others, one to one or in small groups Follow simple directions Respond to simple instructions, e.g. to get or put away and objects Understand use of objects, e.g. "What do we use to cut things?" Retell a simple past event in the correct order, e.g. walked across rope, jumped off	Understand how to listen carefully and why listening is important. Learn new vocabulary Connect one idea or action to another using a range of connectives. Develop social phrases Engage in story times Listen to and talk about stories to build familiarity and understanding. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.	Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Learn rhymes, poems and songs. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	To describe events in some detail. To articulate their ideas and thoughts in well-formed sentences To use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. To use new vocabulary in different contexts.	Respond to whole class discussions with appropriate and well thought out questions or comments. Ask questions to develop their own understanding Answer questions and make comments in full sentences, using the correct tense and a range of conjunctions.	Use new vocabulary in a range of situations including group and play situations. Ask questions or make comments in groups, one to one and whole class situations. Demonstrate listening skills through the questions asked and comments made.
Personal, social and Emotional Development	Play in a group, extending play ideas, e.g. building up a role play activity with other Demonstrate friendly behaviour forming good relationships with peers and familiar adults Select and use activities and resources with help Enjoy responsibility of carrying out small tasks, e.g. taking messages, the register back Show awareness of own feelings and know that some actions and words can hurt others	See themselves as a valuable individual Build constructive and respectful relationships. Manage their own needs	Express their feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Think about the perspectives of others	To express their feelings and consider the feelings of others. To show resilience and perseverance in the face of challenge. To identify and moderate their own feelings socially and emotionally. To think about the perspectives of others	Regulate their own behaviour independently in a range of typical and everyday situations. Follow instructions involving more than 2 or 3 steps. Respond appropriately in conversations or when answering Talk about healthy food choices, listing healthy and unhealthy foods as well as explaining why healthy foods are important.	Share, turn take and play cooperatively with others independently Recognise their own needs and the needs of others and respond appropriately and sensitively. Know, understand and follow the class rules Regulate their own behaviour independently in a range of typical and everyday situations.

Physical Development	Move with confidence in a range of ways, e.g. slithering, sliding, and hopping Draw lines and circles using big and small movements Use one handed tools and equipment, e.g. make snips in paper with child scissors Hold pencil near the point between the first two fingers and thumb and use it with good control	Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.	Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Combine different movements with ease and fluency. Develop overall body-strength, balance, co-ordination and agility. Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene Develop the foundations of a handwriting style which is fast, accurate and efficient. Further develop the skills they need to manage the school day successfully	To confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. To develop overall body-strength, balance, co-ordination and agility. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. To develop the foundations of a handwriting style which is fast, accurate and efficient.	Use a tripod grip to begin to write more fluently Develop the skills to use a range of small tools correctly- scissors, paintbrushes, cutlery Move with energy, accuracy and confidence in a range of different ways such as running, jumping, dancing, hopping, skipping Find and maintain their own space in physical activities showing an awareness of others	Use a tripod grip to begin to write more fluently Move with energy, accuracy and confidence in a range of different ways such as running, jumping, dancing, hopping, skipping Find and maintain their own space in physical activities showing an awareness of others Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
Literacy	Be well on their way to recognising the 31 sounds taught as part of the Read, Write Inc. Phonics Programme. Know how to handle books carefully both in the book corner and those they take home with them	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Begin to form lower case letters correctly Spell words by identifying the sounds	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound	To read some letter groups that each represent one sound and say sounds for them. To read a few common exception words To read simple phrases and sentences made up of words with known letter-sound correspondences and,	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using

	Should be able to write their first name forming the letters correctly	and then writing the sound with letter/s	correspondences and, where necessary, a few exception words. Form lower case letters correctly Write short sentences with words with known letter-sound correspondences	where necessary, a few exception words. To form lower case letters correctly To write short sentences with words with known letter-sound correspondences	a capital letter and full stop	a capital letter and full stop Re-read what they have written to check that it makes sense.
Maths	Use number names and number language in their play Recites numbers in order to 10 Know that numbers identify how many objects are in a set Begin to represent numbers using fingers, marks on paper or pictures Match numeral and quantity correctly Show an interest in shape and space by playing with shapes and making arrangements with objects. Show awareness of similarities of shapes in the environment, e.g. recognising the Abbey clock face is a circle	Count objects, actions and sounds. Link the number symbol (numeral) with its cardinal number value. Compare numbers. Continue, copy and create repeating patterns. Talk about and explore 2D and 3D shapes	Link the number symbol (numeral) with its cardinal number value. Compare numbers. Count beyond ten. Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10 Subitise Compare length, weight and capacity.	Compare length, weight and capacity. Link the number symbol (numeral) with its cardinal number value. Count object, actions and sounds Compare numbers Subitise Understand the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10 Understand the 'one more than/one less than' relationship between consecutive numbers. Automatically recall number bonds for numbers 0–5 and some to 10. Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Automatically recall number bonds for numbers 0–10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.	Automatically recall number bonds for numbers 0–10. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Compare length, weight and capacity. Compare numbers. Explore the composition of numbers to 10. Automatically recall number bonds for numbers 0–5 and some to 10. Continue, copy and create repeating patterns.

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Knowledge and Understanding of the world	Develop geographical language, town, road, path to describe their local environment Identify local features in and around Amble, include some of these features in a simple map To select apps on the iPads Show an interest in the lives of people who are familiar to them Remember and talk about significant events in their own experience Recognise and describe special times or events for family or friends	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.	Draw information from a simple map. Describe what they see, hear and feel whilst outside Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.	To understand the effect of the changing world around them	To understand the effect of the changing world around them Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community. Recognise key stories from the Bible or other important Religious documents. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.
Expressive art and design	Join in with dance and circle games Sing a few familiar songs Uses various construction materials Use movement to express feelings Create movement in response to music	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Develop storylines in their pretend play. Listen attentively, move to and talk about music, expressing their feelings and responses.	Return to and build on their previous learning, refining ideas and developing their ability to represent them Listen attentively, move to and talk about music, expressing their feelings and responses.	To return to and build on their previous learning, refining ideas and developing their ability to represent them To listen attentively, move to and talk about music, expressing their feelings and responses. To watch and talk about dance and performance art, expressing their feelings and responses	Create collaboratively sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Create collaboratively sharing ideas, resources and skills. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.
Religious Education	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians?	F1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?