

# Reception Long Term Plan

AUTUMN TERM



| Curriculum Driver   | Additional Texts | Festivals & Celebrations                   | First Hand Experiences    |
|---|------------------|--|---------------------------|
| <b>1ST HALF TERM</b>  |                  |  |                           |
| <b>Getting to Know You x 4 wks</b><br><b>Core Text:</b><br>Favourite Stories<br><b>Focus:</b> PSED, C&L   |                  |  |                           |
| <b>Once Upon a Time x 2 wks</b><br><b>Core Text:</b><br>The Little Red Hen<br><b>Focus:</b> C&L & Literacy  |                  | Harvest                                    |                           |
| <b>2ND HALF TERM</b>  |                  |  |                           |
| <b>Step into Seasons: Autumn x 2 wks</b><br><b>Suggested Core Text:</b><br>Leaf Man: Lois Ehlert<br><b>Focus:</b> Geography & Science   |                  | Bonfire Night<br>Diwali<br>Remembrance Day | Seasonal Walk<br>Pumpkins |
| <b>Once Upon a Time x 2 wks</b><br><b>Core Text:</b><br>The Gingerbread Man<br><b>Focus:</b> C&L & Literacy   |                  |  |                           |
| <b>Christmas 3 wks</b><br><b>Core Text:</b><br>The Twinkly Twinkly Nativity<br><b>Focus:</b> C&L, Geography & Art   |                  |  | Nativity<br>Performance   |
| <b>ASSESSMENT CHECKPOINT - to take place during the last 3 weeks of term</b> <ul style="list-style-type: none"> <li>Physical Development gross motor skills: core stability, upper body strength, crossing the mid line, bi lateral co-ordination</li> <li>Transcript of a child's talk</li> <li>Self Portrait to include mark making</li> <li>Maths</li> </ul> |                  |  |                           |

\* **History** is also covered through opportunities to talk about time e.g visual timetable, days of the week, months of the year, birthdays, talking about what we did last week and yesterday and finding out about festivals and celebrations.

\* **Geography** is also covered through regular opportunities to talk about a map of the UK, a world map and globe. Regularly talk to the children about holidays and trips that they have been on e.g. after a weekend, at the beginning of each term and spend time talking about the similarities and differences of the different places they have visited. Invite other adults to come and talk to the children about their visits and record on the maps.

# Reception Long Term Plan

SPRING TERM



| Curriculum Driver   | Additional Texts | Festivals & Celebrations   | First Hand Experiences |
|---|------------------|--|------------------------|
| <b>1ST HALF TERM</b>  |                  |  |                        |
| <b>Step into Seasons: Winter x 2 wks</b><br><b>Core Text A:</b><br>Jack Frost: Kazuno Kohara<br><b>Focus:</b> Science & Geography   |                  | Chinese New Year   | Seasonal Walk          |
| <b>Step into Seasons: Winter x 2 wks</b><br><b>Core Text B:</b><br>Blue Penguin: Petr Horacek<br><b>Focus:</b> Science & Geography  |                  |  |                        |
| <b>Once Upon a Time x 2 wks</b><br><b>Core Text:</b><br>Goldilocks and the Three Bears<br><b>Focus:</b> C&L & Literacy  |                  |  |                        |
| <b>2ND HALF TERM</b>  |                  |  |                        |
| <b>Long Long Ago x 3 wks</b><br><b>Core Text:</b><br>The Dinosaur: Anna Milbourne<br><b>Focus:</b> History  |                  | Shrove Tuesday<br>Holi<br>Mother's Day<br>Red Nose Day<br>Easter |                        |
| <b>Step into Seasons: Spring x 2 wks</b><br><b>Core Text:</b><br>When Spring Comes: Kevin Henkes<br><b>Focus:</b> Science   |                  |  | Seasonal Walk          |
| <b>Easter x 1 wk</b><br><b>Core Text:</b><br><b>Focus:</b> C&L, Geography   |                  | Easter celebrations  |                        |
| <b>ASSESSMENT CHECKPOINT - to take place during the last 3 weeks of term</b> <ul style="list-style-type: none"> <li>Physical Development gross motor skills: core stability, upper body strength, crossing the mid line, bi lateral co-ordination</li> <li>Transcript of a child's talk</li> <li>Self Portrait to include mark making</li> <li>Maths</li> </ul> |                  |  |                        |

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# Reception Long Term Plan

SUMMER TERM



| Curriculum Driver  | Additional Texts | Festivals & Celebrations | First Hand Experiences |
|--|------------------|--------------------------|------------------------|
| <b>1ST HALF TERM</b>   |                  |                          |                        |
| <b>Once Upon a Time x 3 wks</b><br><b>Core Text:</b><br>Jack and the Beanstalk: Miles Kelly<br><b>Focus:</b> C&L & Literacy  |                  | Eid                      |                        |
| <b>Best of British! x 2 wks</b><br><b>Core Text:</b><br>The Queen's Hat: Steve Antony<br><b>Focus:</b> History & Geography   |                  |                          |                        |
| <b>2ND HALF TERM</b>   |                  |                          |                        |
| <b>Journeys x 3 wks</b><br><b>Core Text:</b><br>The 100 Decker Bus: Mike Smith<br><b>Focus:</b> Geography  |                  | Father's Day             |                        |
| <b>Once Upon a Time x 2 wks</b><br><b>Core Text:</b><br>Little Red Riding Hood: Mara Alperin<br><b>Focus:</b> Literacy   |                  |                          |                        |
| <b>Moving On</b><br><b>Core Text:</b><br><b>TO BE DECIDED</b><br><b>Focus:</b>   |                  |                          |                        |
| <b>ASSESSMENT CHECKPOINT - to take place from the last week in June</b> <ul style="list-style-type: none"> <li>Physical Development gross motor skills: core stability, upper body strength, crossing the mid line, bi lateral co-ordination</li> <li>Transcript of a child's talk</li> <li>Self Portrait to include mark making</li> <li>Maths</li> </ul> |                  |                          |                        |

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