

## Knebworth Primary and Nursery School Reception Long Term Plan Overview

The long-term plan is underpinned by the schools 3 values, Respect, Responsibility and Resilience.						
Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes and Interests	Autumn Halloween Family Our school	Autumn/Winter Diwali Bonfire Night Remembrance Day Nursery Rhyme Week St Andrews Day Advent Hanukkah Christmas	Winter New Year Dark and Light Lunar New Year Looking back, moving forward	Winter/ Spring Pancake Day St David's Day St Patricks day Mother's Day Easter Being Healthy Ramadan Life cycles-Frogs	Spring Life cycles-butterflies and plants Special Places in the community Eid-Al Fitre St Georges Day	Summer Father's Day Holidays
Possible Texts	Pete the Cat at school Oi Frog Pumpkin Soup The Colour Monster All are welcome The Great Big Book of Families	Stick man Jack Frost The lion inside The Christmas Pine Mixed Sammy Spider's first Hanukkah	Night Monkey Dark Monkey Mr Gumpy's Motor Car The Toymaker Dogger Lost in the Toy Museum Owl who was afraid of the dark And Tango Makes Three	Mama Panya's pancakes None the Number Oliver's Vegetables Handa's Surprise Mixed Up Fairy Tales Ten Black Dots	Yucky Worms Birds The Tiny Seed My Hair All about diversity	My daddies! Conker the Chameleon The invisible String Wangari's Tree of Peace
Communication and Language	Enjoys listening to and retelling familiar stories and exploring non-fiction texts. Begin to talk to a trusted adult about need and wants. Listens and responds using sentences of four to six words.	Retells familiar tales. Uses past tense to describe events. Develops social phrases.	Talks to other in play developing turn taking in conversations. Extends listening skills for rhymes poems songs and stories without prompts or pictures. Begins to ask questions who, what, where, why and when. Begin to use full sentences when describing emotions and feelings they are experiencing.	Becoming more confident when speaking in small groups, understanding the need for turn taking. Can listen to instructions whilst engaged in an activity and uses talk to organise thinking and ideas.	Describe personal events in detail. Confident to participate in group discussions developing ideas and using acquired vocabulary. Uses talk to negotiate problems. Identifies and describes the main character, setting, problem and solution in a familiar tale.	Confident to participate in group discussions asking questions of others whilst engaging the listener through intonation, pausing, and asking relevant questions. Comment on what might happening using a wide vocabulary and using connectives to connect ideas or actions. Describes in detail the characters feeling, actions and motives in a familiar tale.
	Using newly acquired vocabulary in everyday play WellComm Screening Learn new rhymes, poems, and songs Explore fiction and non-fiction books					
Personal, Social, and Emotional Development	Being me in my world (Jigsaw) Forming good relationships with a trusted adult and using	Celebrating Difference (Jigsaw) Working with a group of children with the adult	Dreams and Goals (Jigsaw)	Healthy Me (Jigsaw)	Relationships (Jigsaw) Beginning to be more flexible and cooperative in	Changing Me (Jigsaw) Working together with others and managing disagreements



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	<p>them as a base for support whilst identifying own feelings.</p> <p>Introduction to the expectations of the setting.</p> <p>Tends to personal needs with support.</p>	<p>modelling expectations of the setting.</p>	<p>Starts to play as a part of a group and self-regulates with support from an adult.</p> <p>Becomes more independent with personal needs.</p>	<p>Beginning to self-regulate and plays in small groups led by peers.</p> <p>Independently dresses for the weather and understands the importance of being healthy.</p>	<p>their play, understanding needs and wishes of friends.</p> <p>Tends to personal needs independently.</p>	<p>together whilst recognising others response to self-regulation.</p>
<i>NB. We use the Zones Of Regulation to support children in identifying their own feelings, to begin to recognise and regulate their responses to these.</i>						
Physical Development	Fundamentals in PE 1	Fundamentals in PE 2	Games 1	Games 2	Gymnastics 1	Gymnastics 2
	<p>Develop controlled large body movements which demonstrate strength, balance and co-ordination whilst considering the safety of others and themselves.</p> <p>Move energetically for a sustained length of time to aid with overall body health and fitness</p> <p>Develop controlled fine motor skills to use a range of tools, including writing instruments, effectively with confidence, showing accuracy and care.</p>					
Literacy	<p>Recognises and writes own name</p> <p>Listens to stories with an increasing attention span and can recall key words and phrases.</p>	<p>Attempts to write letters using a variety of curved and straight lines.</p> <p>Understands that texts begin with a beginning a middle and an end and can begin to retell familiar stories</p>	<p>Uses a static tripod grip to form letters, writing CVC words which may include digraphs.</p> <p>Retells familiar stories with prompts and props and can answer simple questions about the texts.</p>	<p>Uses an anticlockwise movement and retraces vertical lines.</p> <p>Writes CCVC/CVCC words, labels, and captions independently.</p> <p>Uses familiar stories to develop own narratives.</p> <p>Uses vocabulary to discuss possible conversations between the characters and to describe the main character, the setting, the problem, and the solution.</p>	<p>Breaking the flow of speech into words to write simple sentences.</p> <p>Links stories, characters, and setting with previous texts and start to improvise by adapting these stories.</p>	<p>Writing simple sentences with a full stop and capital letter, forming letters correctly which can then be read by themselves and others.</p> <p>Discuss what might happen in an unfamiliar text.</p> <p>Understands the meaning of new vocabulary by using in a variety of contexts and uses new vocabulary to retell a story or narrative.</p>
Phonics Essential Letters and Sounds	<p><b>Phase 2</b></p> <p>Oral blending</p> <p>Sounding out and blending with 23 new grapheme-phoneme correspondences (GPCs)</p> <p>12 new harder to read and spell (HRS) words</p>	<p><b>Phase 3</b></p> <p>Oral blending</p> <p>Sounding out and blending with 29 new GPCs</p> <p>32 new HRS words</p> <p>Revision of Phase 2</p>	<p><b>Phase 3</b></p> <p>Oral blending</p> <p>Sounding out and blending with 29 new GPCs</p> <p>32 new HRS words</p> <p>Revision of Phase 2</p>	<p><b>Phase 3</b></p> <p>Oral blending</p> <p>Sounding out and blending with 29 new GPCs</p> <p>32 new HRS words</p> <p>Revision of Phase 2</p>	<p><b>Phase 4</b></p> <p>Oral blending</p> <p>No new GPCs</p> <p>No new HRS words</p> <p>Word structures – cvcc, ccvc, cvcc, cccvc, cccvcc</p> <p>Suffixes</p> <p>Revision of Phase 2 and Phase 3</p>	<p><b>Introduction to Phase 5 for reading</b></p> <p>20 new GPCs</p> <p>16 new HRS words</p>
Mathematics	<p>Mastering Number NCETM</p> <p>*Compare Size, Mass and Capacity</p> <p>*Exploring pattern</p>	<p>Mastering Number NCETM</p> <p>*Circles and Triangles</p> <p>*Positional language</p> <p>*Shapes with 4 sides</p> <p>*Time</p>	<p>Mastering Number NCETM</p> <p>*Compare mass</p> <p>Compare Capacity</p> <p>*Length and Height</p> <p>*Time</p>	<p>Mastering Number NCETM</p> <p>*3D shapes</p> <p>*Spatial Reasoning</p> <p>*Patterns</p>	<p>Mastering Number NCETM</p> <p>*Spatial Reasoning</p> <p>*Match, rotate, manipulate</p>	<p>Mastering Number NCETM</p> <p>*Spatial reasoning</p> <p>*Visualise and build</p> <p>*Patterns and relationships</p> <p>*Spatial mapping</p> <p>*Mapping</p>

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<b>Understanding the World</b>	<p>Talk freely about their immediate family, homelife and present events. Explore the main features of the school environment. Uses calendar to note changes in the weather.</p>	<p>Explore how some features in the whole school environment has changed and begin to talk about the wider community. Share events in own lives and experience other celebrations and festivals. Explore natural materials and their uses.</p>	<p>Uses map to identify significant places of interest. Observational drawings to note the natural features in the immediate environment. Discuss similarities and differences of objects from the past. Discuss the differing roles children have within their family and at home.</p>	<p>Draw simple maps of local environment. Talk about jobs and children's aspirations. Discuss events children have experienced in the past Looking at spring and new beginnings, using detailed drawings as a starting point for discussions.</p>	<p>Exploring special places to me and the wider community. Compare and contrast historical figures. Look in detail at life in a different country.</p>	<p>Discuss different roles in society and to talk sensitivity about similarities and differences. Compare and contrast life in different countries.</p>
<b>Expressive Arts and Design</b>	<p>Joining in with whole class singing to familiar songs. Understanding expectations of the usage for tools and materials. Developing a character when playing independently.</p>	<p>Using pulse and rhythm as repertoire of songs become wider. Performing songs as part of a smaller group. Creates alongside others adopting ideas. Talks aloud the narrative when playing alongside others.</p>	<p>Performs songs individually during whole class sessions and begins to develop and explore pitch. Creating alongside peers whilst sharing and adopting ideas. Developing story lines and adding props as part of the narrative.</p>	<p>Performs own songs during whole class sessions. Sharing creations during whole class sessions. Begins to substitute concrete props and materials as imaginary substitutes.</p>	<p>Performs songs using instruments to accompany. Talks through the process of creations during whole class sessions sharing different techniques. Acts out stories with others taking on a role.</p>	<p>Responds to music through talk, body language and sharing their feelings and responses. Listens to responses of others in relation to their creations, taking on board improvements that could be made. Play cooperatively as part of a group to create, develop, and act out and imaginary idea or narrative.</p>

