

Coppull Primary School and Nursery
Long term plan – Reception Willow and Rowan Class

<u>Term</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Theme</u>	Marvellous Me (Autumn, Harvest)	Let's Celebrate (Light and Dark, Space)	Once upon a time... (Fairytales)	Down on the Farm (Growing, Farming)	Let's Explore! (Journeys, Transport, Minibeasts)	Our Precious World (Pirates, Seaside)
<u>Personal, Social and Emotional Development</u>	Self- regulation: My feelings.	Building relationships: Special relationships.	Managing self: Taking on challenges.	Self-regulation: Listening and following instructions.	Building relationships: My family and friends.	Managing self: My wellbeing.
<u>Values</u>	Respect	Kindness	Happiness	Resilience	Patience	Honesty
<u>Physical Development</u>	Fine and gross motor skills, self- help skills. Get Set 4 P.E. -Unit: EYFS Introduction to P.E 2	Fine and gross motor skills, self- help skills. Get Set 4 P.E. -Unit: EYFS Fundamentals 2	Fine and gross motor skills, self- help skills. Get Set 4 P.E. -Unit: EYFS Dance 2	Fine and gross motor skills, self- help skills. Get Set 4 P.E. -Unit: EYFS Gymnastics 2	Fine and gross motor skills, self- help skills. Get Set 4 P.E. -Unit: EYFS Games 2	Fine and gross motor skills, self- help skills. Get Set 4 P.E. Unit: EYFS Ball Skills 2
<u>Communication and Language</u>	Understand how to listen carefully and why listening is important. Learn new vocabulary. Use new vocabulary through the day. Ask questions to find out more and to check they understand what has been said to them. Engage in story times. Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books.	Articulate their ideas and thoughts in well- formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases.	Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Retell the story, Once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions, 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 teacher and peers. 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.	
Literacy	<p>Read and write own name.</p> <p>Match sounds to letter formation.</p> <p>Begin to apply phonics in emergent writing- initial letter sounds.</p> <p>Hear and identify sounds in words.</p> <p>Begin to blend to read/ segment to spell CV and CVC words.</p> <p>Labels and captions.</p> <p>Identify rhyming words.</p> <p>Sequence a simple story- beginning/ middle/ end- story structure.</p> <p>Anticipate what may happen next.</p> <p>Use new vocabulary gathered from books.</p> <p>Share a variety of texts at story time.</p>	<p>Write name using correct letter formation and surname.</p> <p>Build CVC words with more independence.</p> <p>Build awareness of what a sentence is- capital letters, finger spaces, full stop.</p> <p>Retell and sequence stories.</p> <p>Emergent writing, begin to apply phonics.</p>	<p>Handwriting- smaller letters, writing on the line.</p> <p>Match capital to lower case letters.</p> <p>Begin to say letter names as well as sounds.</p> <p>Read non – fiction text and research using books and computers.</p> <p>Story language- once upon a time/ happily ever after etc.</p> <p>Orally compose sentences before writing.</p> <p>Retell stories.</p>	<p>Story writing- apply phonics more independently.</p> <p>Encourage writing in play and build writing stamina.</p> <p>Look at describing words and begin to use in their own writing.</p> <p>Encourage to use connectives.</p> <p>Begin to use story language in their writing.</p> <p>Orally compose sentences before writing using own ideas.</p>	<p>Encourage more independent writing.</p> <p>Writing for an audience, instructions and recounts.</p> <p>Answer questions about what they have read.</p>	<p>Poetry/Non fiction</p> <p>Writing in sentences using capital letter, finger spaces and full stop with more independence.</p> <p>Write a story with a beginning, middle and end.</p> <p>Answer questions about what they have read.</p>
Shared Texts	Starting School. Harry and the Dinosaurs go to School.	Bonfire Night Poems Rama and Sita Can't You Sleep Little Bear?	The Snow Queen Cinderella Three Little Pigs	Farmyard Hullabaloo Rosie's Walk Jack and the Beanstalk	The Train Ride The Naughty Bus Non- fiction – transport Non-fiction – minibests.	Poppy the Pirate and Pip The Treasure of Pirate Frank

	<p>Kipper. Funnybones Rainbow Fish The Little Red Hen Non-fiction – Bodies.</p>	The Christmas Story		Non-Fiction texts – animals.		Commotion in the Ocean Sand, Sea and Waves
Published Writing	Writing own names to share within the class.	Bonfire Poems for class book in book corner.	Wanted Poster to share with parallel class.	Jack and the Beanstalk story map to share with class.	Factual sentence cards about minibeasts for outdoor exploring box.	Published writing-write a postcard to take home.
Mathematics	<p>WRM- Getting to Know You: Key times of day, class routines, exploring provision- where do things belong? Positional language. Baseline Assessments.</p> <p>WRM Phase 1 Number: Match and Sort Compare amounts</p> <p>Measure shape and spatial thinking: Compare size, mass and capacity Exploring pattern Assess and review</p>	<p>WRM Phase 2 - It's me 1,2,3: Number: Representing 1,2,3 Comparing 1,2,3 Composition of 1,2,3</p> <p>Measure shape and spatial thinking: Circles and triangles Positional language</p> <p>WRM Phase 3 - Light and Dark: Number: Representing numbers to 5 One more and less</p> <p>Measure shape and spatial thinking: Shapes with four sides Time : Night and Day Consolidation</p>	<p>WRM Phase 4 - Alive in Five: Number: Introducing zero Comparing numbers to 5 Composition of 4 and 5 (Including subitise to 5)</p> <p>Measure shape and spatial thinking: Compare mass (2) Compare capacity (2)</p> <p>WRM Phase 5 - Growing 6, 7, 8: Number: 6, 7 and 8 Making pairs Combining 2 groups</p> <p>Measure shape and spatial thinking: Length and Height Time: order and sequence important times of day and use language</p>	<p>WRM Phase 6 _ Building 9 and 10: Number: 9 and 10 Comparing numbers to 10 Bonds to 10</p> <p>Measure shape and spatial thinking: 3d shape Pattern (2) describe, continue and copy patterns. Consolidation/Assess and review</p>	<p>WRM Phase 7 - To 20 and beyond: Number: Building numbers beyond 10 Including subitise to 10 Recognise and correctly form numbers to 20. Verbally count beyond 20. Counting patterns beyond 10</p> <p>Measure shape and spatial thinking: Spatial reasoning (1) Match, rotate and manipulate shape puzzles</p> <p>WRM phase 8 - First Then Now: Number: Adding more Taking away Spatial reasoning (2) Compose and decompose How shapes can be combined and separated to make new shapes.</p>	<p>WRM Phase 9 - Find My Pattern: Number: Doubling Sharing and grouping Even and odd Spatial reasoning (3) Visualise and build-barrier games.</p> <p>WRM Phase 10 - On the Move: Number: Deepening understanding Patterns and relationships Spatial reasoning (4) Mapping Consolidation</p>

<p>Understanding of the World</p> <p>Past and Present</p> <p>People, Culture and Communities</p> <p>The Natural World (often these three parts overlap)</p>	<p>Where I live- Name of road, village, town. Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them. Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>ELG – Past and Present - Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG – The Natural World - Understand the effect of changing seasons on the natural world around them.</p> <p>Autumn/ Harvest. Observational drawings of found</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>ELG - People, Culture and Communities - 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>Diwali- Hindu celebration</p> <p>Christmas celebrations.</p> <p>Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling.(Florence Nightingale, look at old lamp artefact)</p> <p>Remembrance day</p> <p>ELG - The Natural World - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Autumn / Winter What animals live in the North pole? What is it like- how is it</p>	<p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Chinese new Year.</p> <p>ELG – Past and Present - Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p> <p>Winter-freezing and melting: explore, observe and become aware of change through heat/ cold. Effect on plants and animals. Feeding birds in winter, recognising and naming some common birds how do animals survive in winter? Discuss hibernation and migration))</p>	<p>Explore maps- map of familiar story- Rosie’s walk.</p> <p>Explore the natural world around them.</p> <p>Farms/ baby animals. Spring changes. Spring walk using senses to explore and describe.</p> <p>Animals that lay eggs. Compare farm environment.</p> <p>Where does our food come from?</p> <p>Planting beans/ cress seeds. Observe growth. What does a seed need to grow?</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>ELG - The 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</p>	<p>Talk about similarities and differences between life in this country and life in other countries</p> <p>Fiction and non-fiction texts.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>minibeasts</p> <p>What is a minibeast? What is an insect? Habitats.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Summer How do we keep safe in the sun? What happens to our ice-cream? Why?</p> <p>Technology- digital literacy- online safety and safe use of technology</p> <p>Floor robots- positional language</p> <p>They select and use technology for particular purposes.</p>	<p>Draw information from a simple map.</p> <p>Look at maps of Coppull and Chorley (Geography subject lead expectation).</p> <p>Recognise some environments that are different to the one in which they live. Children will also learn about and compare Coppull, Chorley and Preston (Geography subject lead expectation</p> <p>ELG - People, Culture and communities - Explain some similarities and differences between life in this country and life in other countries (<i>Following children’s experiences and teachers themes</i>), drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.</p> <p>ELG- The 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</p>
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	<p>autumn natural objects.</p> <p>Me and my body- body parts. Look closely at hair, eyes, skin colour- are we all the same? How are we the same/ different?</p> <p>Self -portraits.</p> <p>My family, family members.</p> <p>Technology- digital literacy- online safety and safe use of technology</p> <p>Build confidence in using a keyboard and mouse. Write name using a keyboard. Use drawing program, including IWB.</p> <p>Digital microscope- autumn objects.</p> <p>Children recognise that a range of technology is used in places such as homes and schools(ongoing)</p>	<p>the same/ different to the UK?</p> <p>Technology- digital literacy- online safety and safe use of technology</p> <p>Information technology- multimedia.</p> <p>Follow recorded instructions using a digital voice recorder.</p> <p>Chn to record an instruction for their friend</p>	<p>How we keep warm- What clothes do we wear in winter? Why? What other ways can we keep warm?</p> <p>Technology- digital literacy- online safety and safe use of technology</p> <p>Write words or simple sentences with a keyboard using appropriate software.</p> <p>Completes a simple program on a computer.</p> <p>Uses ICT hardware to interact with age-appropriate computer software.</p>	<p>seasons and changing states of matter.</p> <p>People, Culture and Communities - 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 – Easter Celebrations,</p> <p>Technology- digital literacy- online safety and safe use of technology</p> <p>Record roleplay/ imaginative play.</p> <p>Record with video/ sound music making and singing.</p>		<p>around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>The sea- naming creatures that live in the sea.</p> <p>Technology- digital literacy- online safety and safe use of technology</p> <p>The sea- find out about different types of fish and sea creatures.</p> <p>What is recycling? Why do we recycle and reuse?</p>
<u>R.E.</u>	<p>Christianity - God</p> <p>When are the important times for our communities?</p> <p>Harvest.</p>	<p>Hinduism-What is Diwali?</p> <p>Explore light and dark.</p> <p>Christmas- The Nativity.</p>	<p>Christianity- Jesus. How do we show that we belong? Stories from the Bible about Jesus' life and how he was a good friend.</p>	<p>Christianity- Jesus. How do we show that we belong? Stories from the Bible that Jesus told his friends, his disciples and followers.</p>	<p>Buddhism- Who is my neighbour?</p> <p>The story of Buddha.</p>	<p>Christianity- The church.</p> <p>What are the special places in our community?</p>

<p><u>Expressive Art and Design</u></p>	<p>Drawing and mark making Self-portraits- look at the work of a portrait artist. Observational drawings of found autumn objects.</p> <p>Charanga Music Scheme – Me! Listen and respond to different styles of music Sing along with nursery rhymes and action songs Improvise leading to playing classroom instruments Share and perform.</p> <p>DT-use simple tools and techniques Scissor/ cutting skills.</p>	<p>Painting/ colour Link to Diwali, fireworks, including collaborative work. Look at the work of a famous artist- use of colour.</p> <p>Charanga Music Scheme My Stories – <u>Celebration Music</u> Christmas- Perform songs and dances in Christmas performance.</p> <p>DT- continue to work on scissor/ cutting skills. Joining skills- using glue and tape. Construct with a purpose in mind.</p>	<p>3D/ solid forms 3d icicles, design and build a castle, dough snowman, Chinese new year collaborative work: Big Chinese dragon for a parade. Look at and talk about Chinese dragons in parades (craftspeople from a different culture)</p> <p>Charanga Music Scheme – Everyone – Listen and respond to different styles of music Sing along with nursery rhymes and action songs Improvise leading to playing classroom instruments.</p> <p>DT- Manipulate materials to achieve a planned effect. Select appropriate resources and adapts work where necessary. Select tools and techniques needed. Reinforce cutting and joining skills. Introduce other joining materials.</p>	<p>Collage/ Textiles Choosing, arranging and sticking collage materials, describing textures. Mother’s day card using collage techniques. Easter cards using simple flap or pop ups- DT joining skills.</p> <p>Charanga Music Scheme – Our World – Listen and respond to different styles of music Sing along with nursery rhymes and action songs Improvise leading to playing classroom instruments.</p> <p>DT- Construct with a purpose in mind. Begin to make a simple plan, and design using pictures. Talk about their finished model/ construction- what is good or could be better? Add detail to improve and decorate models. How to make a model stronger.</p>	<p>Printing Printing with objects- Skill of pressing on and taking off. Paintings of transport- incorporating printing skills and making tyre tracks. Mini beast monoprints. Make transport models using junk materials.</p> <p>Charanga Music Scheme – Big Bear Funk – Listen and respond to different styles of music Sing along with nursery rhymes and action songs Improvise leading to playing classroom instruments</p> <p>DT- Incorporate all cutting and joining skills to construct with a purpose in mind. Select appropriate tools, techniques and materials. Talk about and adapt work.</p>	<p>Mixed media/ Combining skills over the year in original ways on theme of seaside/ pirates.</p> <p>Charanga Music Scheme – Reflect, Rewind, Replay – Listen and respond to different styles of music Sing along with nursery rhymes and action songs Improvise leading to playing classroom instruments</p> <p>DT- Incorporate all cutting and joining skills to construct with a purpose in mind. (junk model making) Select appropriate tools, techniques and materials. Talk about and adapt work.</p>
<p>Trips</p>	<p>(settling in period)</p>	<p>Pantomime Coppull Library Visit</p>	<p>Visit to local church</p>	<p>Local walk- spring</p>	<p>Trip to Brockholes Nature Reserve</p>	<p>Pirate Day</p>