



CORBYPRIARY ACADEMY

Reception – Long Term Plan

Reception	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Tell Me a Story	Let's Celebrate	A Visit to China	A Long Long Time Ago	In the Garden	The Sea
PD (Including Kinetic Letters)	<ul style="list-style-type: none"> Gross motor – ball skills Gross motor - movement Basic hygiene Spatial awareness Senses Fine motor – mark making 	<ul style="list-style-type: none"> Fine motor – pencil grip Getting dressed Healthy eating Danger/ safety Fine motor - Manipulation of tools Balance 	<ul style="list-style-type: none"> Senses Getting dressed Gross motor - balance Danger/safety Fine motor – small tools 	<ul style="list-style-type: none"> Gross motor – movement Gross motor - obstacles Spatial awareness Healthy eating Fine motor – accuracy and care 	<ul style="list-style-type: none"> Gross motor – tennis Manipulation of tools Fine motor – pencil grip Basic hygiene Healthy eating senses 	<ul style="list-style-type: none"> Gross motor – movement in a range of ways Fine motor – pencil tripod grip Spatial awareness Gross motor – balance Fine motor – small tools
Lit (Including Fantastics)	<ul style="list-style-type: none"> Fantastic Foundations – lenses and word collector Fiction – traditional tales Characters Comprehension – retelling stories 	<ul style="list-style-type: none"> Fantastic foundations - picture power/ sentence maker/ 'slow reveal'/ together writing Poetry – Night Before Christmas information Events 	<ul style="list-style-type: none"> Fantastic Foundations – join it/ Everyone writing Vocabulary – adjectives Predictions Story sequencing 	<ul style="list-style-type: none"> Fantastic foundations – ambitious vocabulary/ one week teaching sequences Vocabulary – technical vocab Writing – labels and captions 	<ul style="list-style-type: none"> Fantastic foundations – sentence structure Comprehension – answer simple questions Writing – short phrases 	<ul style="list-style-type: none"> Fantastic Foundations – purposeful writing Writing – phrases and sentences Comprehension – anticipate key events
Phonics (Little Wandle)	See Little Wandle planning					
Maths (Maths Mastery Programme)	<ul style="list-style-type: none"> Counting 1:1 correspondence Subitising Partitioning 	<ul style="list-style-type: none"> Numerals Counting Less/more Pattern Sorting Number facts – number bonds to 3 	<ul style="list-style-type: none"> Counting Numerals Partitioning Number facts – number bonds to 5 	<ul style="list-style-type: none"> Number patterns – odd/ even to 10 Comparison – greater/ less/ same Measures – length/ weight Number facts – number bonds to 10 	<ul style="list-style-type: none"> Measures - length Number facts – doubles to 10 More/ less Ordering – 1-10 Number facts – subtraction facts to 5 Sequencing 	<ul style="list-style-type: none"> Estimating Comparing Distribution Counting – beyond 20 Measures - capacity
UW	<ul style="list-style-type: none"> Comparison Familiar people Immediate environment 	<ul style="list-style-type: none"> Communities Traditions Familiar people Comparison – different cultures/ different religions The past 	<ul style="list-style-type: none"> Comparison – different cultures/ life in different countries Traditions Changes 	<ul style="list-style-type: none"> Natural world Comparison Contrasting environments Understanding the past 	<ul style="list-style-type: none"> Natural world Exploration and recording Processes and changes Comparison 	<ul style="list-style-type: none"> People – linked to the sea Comparison - past and now Contrasting environments



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						<ul style="list-style-type: none"> • Comparison – life in UK and other countries
EAD Kapow Units for Art and DT	<ul style="list-style-type: none"> • Art – Drawing: Marvellous Marks • Role play • Retelling stories 	<ul style="list-style-type: none"> • Singing • Performance (Nativity) • DT – Structures: Junk Modelling 	<ul style="list-style-type: none"> • Dance • Singing • Art – Painting and Mixed Media: Paint my World 	<ul style="list-style-type: none"> • DT – Textiles: Bookmarks 	<ul style="list-style-type: none"> • Art – Sculpture and 3D: Creation Station 	<ul style="list-style-type: none"> • DT – Structures: Boats • Drama – inventing stories
Careers	Authors Illustrators Story tellers	religious figures party planners entertainers actors	Artist Restaurant staff inc. chef dancer	historian archaeologist palaeontologist	tennis player botanist entomologist scientist	sailor lighthouse keeper marine biologist

Reception Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Tell Me a Story <i>Retelling stories</i> <i>characters and events</i> <i>Bears</i>	Let's Celebrate <i>Bonfire Night</i> <i>Diwali</i> <i>Eid</i> <i>Hanukkah</i> <i>Christmas</i>	A Visit to China <i>Chinese New Year</i> <i>China</i> <i>Comparison to a different country and culture</i>	A Long, Long Time Ago <i>Dinosaurs</i> <i>Mary Anning</i> <i>How do we know about the past?</i> <i>Comparing their childhood with the past.</i>	In the Garden <i>Minibeasts</i> <i>planting sunflowers and growing</i> <i>Gardening</i> <i>Garden animals</i>	The Sea <i>The seaside</i> <i>Pirates</i> <i>Under the Sea</i>
Possible texts	Bear Hunt Goldilocks and the 3 Bears 3 Little Pigs The Three Billy Goats Gruff	Rama and Sita The Gunpowder Plot The Nativity Additional Non-fiction texts	Baby Panda The Great Race	The Tiger Who Came to Tea Dinosaur stories	Grandpa's Garden The Very Hungry Caterpillar (joint project)	Hooray for Fish! The Rainbow Fish. A New Home for a Pirate. Plunge into the Pirate Pool. Lucy and Tom at the Seaside.
Enhancements		Nativity Celebrating each festival Visitors who celebrate	Visitor who celebrates Trying Chinese food Chinese Dance Workshop	Visit from Paleontologist	growing sunflowers hatching caterpillars Rutland water/ Bugtopia visit (joint with nursery)	water based experiments visit from ice-cream truck?



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Vision for EYFS:

EYFS is about developing a love of and engagement with learning and creating an implicit motivation to grow and develop. It has the power to provide equal opportunities for all children to develop holistically. Learning in the early years has a direct impact on children's futures and it has an important role to play in preparing children for their future educational career, but it is also the first opportunity for children to experience school and great care should be taken to ensure that they receive the best possible early education. Our youngest children should be excited about learning within their first few years at school where they can grow in both skills and knowledge, supported by creativity, discovery, exploration, and play.

PSED domains of knowledge (ongoing throughout EYFS):

- Friendships
- Turn-taking
- Sharing
- Rules
- Feelings
- Self-regulation
- Teamwork
- Needs
- confidence

CL domains of knowledge (ongoing throughout EYFS):

- conversation
- stories
- questioning
- instructions
- choices
- jokes
- self-expression
- vocabulary
- listening and attention
- (Reception only) debate/ discussion



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Reception				
Term: Autumn 1			Topic: Tell me a story	
Domains of knowledge:			Value: responsibility	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Gross motor – ball skills Gross motor - movement Basic hygiene Spatial awareness Senses Fine motor – mark making 	<ul style="list-style-type: none"> Kinetic letters: animal positions/ basic moves Fantastic Foundations – lenses and word collector Fiction – traditional tales Characters Comprehension – retelling stories 	<ul style="list-style-type: none"> Counting 1:1 correspondence Subitising Partitioning 	<ul style="list-style-type: none"> Comparison Familiar people Immediate environment 	<ul style="list-style-type: none"> Art – Drawing: Marvellous Marks Role play Retelling stories
Development matters/ end points:			Flight path: RE	
<ul style="list-style-type: none"> To be able to control a large ball in a range of ways To travel around the setting safely, negotiating space To manage their own basic hygiene needs, especially hand washing To explore making marks in a range of situations 	<ul style="list-style-type: none"> To begin to explore books with an adult. To retell a familiar story To use props and puppets to retell a story To know that letters make a sound To know that words are made up of sounds To create a simple story map for a familiar story 	<ul style="list-style-type: none"> To count up to 10. To count objects up to 10 To know 1 more than numbers to 5 To order numerals 1-5 To recognise 1-3 objects by sight, without counting. 	<ul style="list-style-type: none"> To know some similarities and differences between themselves and their friends. RE unit – Ourselves and our Family – Where do we belong? 	<ul style="list-style-type: none"> Art focus from Kapow units To retell familiar stories To engage in role play activities in their own play.



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Term: Reception Autumn 2			Topic: Let's Celebrate!	
Domains of knowledge:			Value: respect	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> • Fine motor – pencil grip • Getting dressed • Healthy eating • Danger/ safety • Fine motor - Manipulation of tools • Balance • Kinetic letters – letter formation by family 	<ul style="list-style-type: none"> • Fantastic foundations - picture power/ sentence maker/ 'slow reveal'/ together writing • Poetry – Night Before Christmas • information • Events 	<ul style="list-style-type: none"> • Numerals • Counting • Less/more • Pattern • Sorting • Number facts – number bonds to 3 	<ul style="list-style-type: none"> • Communities • Traditions • Familiar people • Comparison – different cultures/ different religions • The past 	<ul style="list-style-type: none"> • Drama and role play • Singing • Performance • DT - Structures: Junk Modellings
Development matters/ end points:			Flight path: RD	
<ul style="list-style-type: none"> • To begin to form letters following kinetic letters • To know the firework safety code • To know how to balance on a range of wide objects. 	<ul style="list-style-type: none"> • To know how to write their first names • To recall the main events in a story/ recount • To know that non-fiction sources/ books give us information • To explore a poem linked to a festival 	<ul style="list-style-type: none"> • To know the number bonds of numbers 1-3 • To know that numbers can be partitioned into different pairs of numbers. • To sort objects by a given criteria • To recognise and describe patterns 	<ul style="list-style-type: none"> • To know what a festival is and explore how some are celebrated • To know the similarities and differences between Christmas traditions • Nativity Story • To know about the Hindu religion and the celebration of Diwali • To know about the past when exploring Bonfire Night • RE unit – What happens at a festival? 	<ul style="list-style-type: none"> • To perform in a Nativity • DT outcomes from Kapow unit



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Term: Reception Spring 1			Topic: A Visit to China	
Domains of knowledge:			Value: perseverance	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Senses Getting dressed Gross motor - balance Danger/safety Fine motor – small tools Kinetic letters – pencil grip 	<ul style="list-style-type: none"> Fantastic Foundations – join it/ Everyone writing Vocabulary – adjectives Predictions Story sequencing 	<ul style="list-style-type: none"> Counting Numerals Partitioning Number facts – number bonds to 5 	<ul style="list-style-type: none"> Comparison – different cultures/ life in different countries Traditions Changes 	<ul style="list-style-type: none"> Dance Traditional/ cultural art (Chen Rong) Singing Art – Painting and Mixed Media: Paint my World
Development matters/ end points:			Flight path: RD	
<ul style="list-style-type: none"> To know how to dress for the winter weather To know how to stay safe in the winter To know how to balance on a range of narrow objects. To know how to safely use a range of tools To begin to know how to hold a pencil in a tripod grip 	<ul style="list-style-type: none"> To know what an adjective is To know what a fact is To be able to say the key events from a story To be able to predict and anticipate events 	<ul style="list-style-type: none"> To know how to count up to 20 To know number bonds of numbers to 5 To recognise numerals 1-10 To know that a number can be partitioned into more than two numbers (parts/ whole) 	<ul style="list-style-type: none"> To compare two contrasting countries. To know how Chinese New Year is celebrated To know some key facts about China To know that China is different from the UK and say how 	<ul style="list-style-type: none"> To perform a short dance linked to Chinese New Year (workshop) To study a cultural artist and explore recreating this. Art outcomes from Kapow



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Term: Reception Spring 2			Topic: A Long, Long Time Ago	
Domains of knowledge:			Value: courage	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Gross motor – movement Gross motor - obstacles Spatial awareness Healthy eating Fine motor – accuracy and care 	<ul style="list-style-type: none"> Fantastic foundations – ambitious vocabulary/ one week teaching sequences Vocabulary – technical vocab Writing – labels and captions 	<ul style="list-style-type: none"> Number patterns – odd/ even to 10 Comparison – greater/ less/ same Measures – length/ weight Number facts – number bonds to 10 	<ul style="list-style-type: none"> Natural world Comparison Contrasting environments Understanding the past 	<ul style="list-style-type: none"> DT – Textiles: Bookmarks
Development matters/ end points:			Flight path: RS	
<ul style="list-style-type: none"> To be able to travel along, through and over different obstacles To explore moving in different ways To be able to travel around a space safely To know about different types of diet 	<ul style="list-style-type: none"> To know what a label is and to write labels linked to a diagram To write a short caption for an image To understand and use new vocabulary linked to the topic 	<ul style="list-style-type: none"> To know what odd and even numbers are up to 10 To know the words greater/ less and same and apply them to groups of objects To know number bonds of numbers to 10 To know how to use length for comparison To make comparisons by weight 	<ul style="list-style-type: none"> To know that dinosaurs lived a long time ago and that there are none left alive today To know some of the main features of dinosaurs and bear and compare different types. To know the different types of environments described in the story and compare them 	<ul style="list-style-type: none"> Outcomes from Kapow unit



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Term: Reception Summer 1			Topic: In the Garden	
Domains of knowledge:			Value: honesty	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Gross motor – tennis Manipulation of tools Fine motor – pencil grip Basic hygiene Healthy eating senses 	<ul style="list-style-type: none"> Fantastic foundations – sentence structure Comprehension – answer simple questions Writing – short phrases 	<ul style="list-style-type: none"> Measures - length Number facts – doubles to 10 More/ less Ordering – 1-10 Number facts – subtraction facts to 5 Sequencing 	<ul style="list-style-type: none"> Natural world Exploration and recording Processes and changes Comparison 	<ul style="list-style-type: none"> Art – Sculpture and 3D: Creation Station
Development matters/ end points:			Flight path: ELG	
<ul style="list-style-type: none"> To know how to use a racket and a ball together To know how to hold a pencil and develop a productive pencil grip To know healthy eating habits and describe them To know how to use senses to make observations of the natural world 	<ul style="list-style-type: none"> To know that facts are often linked together when they are about the same thing To be able to answer simple questions about a familiar text including talking about characters. To know how to develop sentences orally To write a simple fact or series of facts 	<ul style="list-style-type: none"> To know how to measure using non-standard measures To know subtraction facts for numbers 1-5 To know how to order numerals 1-10 To know number facts for doubles to 5+5 	<ul style="list-style-type: none"> To know and describe the life cycle of a butterfly To know what a minibeast is To know different features of minibeasts and compare them To explore gardens and gardening – to consider jobs and hobbies linked to them as well as activities. RE unit – What do Christians learn from the bible? 	<ul style="list-style-type: none"> Outcomes from Kapow



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Term: Reception Summer 2			Topic: The Sea	
Domains of knowledge:			Value: positivity	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Gross motor – movement in a range of ways Fine motor – pencil tripod grip Spatial awareness Gross motor – balance Fine motor – small tools 	<ul style="list-style-type: none"> Fantastic Foundations – purposeful writing Writing – phrases and sentences Comprehension – anticipate key events 	<ul style="list-style-type: none"> Estimating Comparing Distribution Counting – beyond 20 Measures - capacity 	<ul style="list-style-type: none"> People – linked to the sea Comparison - past and now Contrasting environments Comparison – life in UK and other countries 	<ul style="list-style-type: none"> Drama – inventing stories DT – Structures: Boats
Development matters/ end points:			Flight path: ELG	
<ul style="list-style-type: none"> Negotiate space and obstacles safely Demonstrate strength and balance Move energetically in a range of ways Hold a pencil effectively, mostly using a tripod grip Use a range of small tools 	<ul style="list-style-type: none"> To retell a story in their own words To write a simple phrase or sentence To gather information from a text and share this in a discussion To anticipate what might happen next in a story. To read a short sentence and demonstrate understanding of what has been read. 	<ul style="list-style-type: none"> Have a deep understanding of numbers to 10 Automatically recall number bonds to 5. Verbally count beyond 20 Know patterns within numbers – odds/ evens/ doubles/ distribution 	<ul style="list-style-type: none"> Talk about lives of people To use stories to explore the past To explore similarities and differences between the UK seaside and a contrasting coast i.e. Maldives etc. To explore under the sea and compare and contrast different sea creatures. 	<ul style="list-style-type: none"> DT outcomes from Kapow unit To develop their own narratives and role plays in stories.