



CORBY PRIMARY ACADEMY

Reception – Long Term Plan

Reception	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Theme	Magical Me	Special People, Special Times	To Infinity and Beyond	Roarsome Fun	Wriggle, Crawl & Fly	Commotion in the Ocean
PD (Including Kinetic Letters)	- Gross motor – ball skills - Gross motor – movement - Basic hygiene - Spatial awareness - Senses - Fine motor – mark making	- Fine motor – pencil grip - Getting dressed - Healthy eating - Danger/ safety - Fine motor – Manipulation of tools - Balance	- Senses - Getting dressed - Gross motor – balance - Danger/safety - Fine motor – small tools	- Gross motor – movement - Gross motor – obstacles - Spatial awareness - Healthy eating - Fine motor – accuracy and care	- Gross motor – tennis - Manipulation of tools - Fine motor – pencil grip - Basic hygiene - Healthy eating - senses	- Gross motor – movement in a range of ways - Fine motor – pencil tripod grip - Spatial awareness - Gross motor – balance - Fine motor – small tools
Lit	- Fiction – traditional tales - Characters - Comprehension – retelling stories - Favourite books - Know that letters make a sound - Know that words are made up of sounds - Know how to write first names - Baseline Assessments	- Writing first and last sound in a word - Recall main events in a story - Know that non-fiction sources give us information - The Christmas Story - Retelling familiar stories in our own words - Begin to write CVC words as simple captions	- Writing recognisable letters, most of which are correctly formed - Spell words by representing sounds - Write simple phrases and sentences - Story sequencing	- Vocabulary – technical vocab - Writing – labels and captions - Writing CVC words - Write simple phrases and sentences - Caption parts of a story - Easter card inserts	- Comprehension – answer simple questions. - Writing – short phrases - Linked facts - Writing simple labels. - Writing lists. - Draw pictures and write accompanying sentences. - Adding description to a sentence. - Ordering pictures linked to a story.	- Writing – phrases and sentences - Comprehension – anticipate key events - 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.
Phonics (Little Wandle)	See Little Wandle planning					
Maths (Maths Mastery Programme)	- Subitising within 3 - Focus on counting skills. - Explore how all numbers are made of 1s - Focus on composition of 3 and 4 - Subitise objects and sounds - Comparison of sets – ‘just by looking’	- Focus on counting skills - Focus on the ‘five-ness of 5’ using one hand and the die pattern for 5 - Comparison of sets – by matching - Use the language of comparison: more than, fewer than, an equal number Explore the concept of ‘whole’ and ‘part’	- Subitise within 5 focusing on die patterns - Match numerals to quantities within 5 - Counting – focus on ordinality and the ‘staircase’ pattern - See that each number is one more than the previous number - Focus on 5 Focus on 6 and 7 as ‘5 and a bit’ - Compare sets and use language of comparison: more	- Focus on the ‘staircase’ pattern and ordering numbers - Focus on ordering of numbers to 8 - Use language of less than - Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts - Sorting numbers according to attributes – odd and even numbers	- Counting – larger sets and things that cannot be seen - Subitising – to 6, including in structured arrangements - Composition – ‘5 and a bit’ - Composition – of 10 - Comparison – linked to ordinality - Play track games	- Subitise to 5 - Introduce the rekenrek - Automatic recall of bonds to 5 - Composition of numbers to 10 - Comparison - Number patterns Counting



CORBY PRIMARY ACADEMY

Reception – Long Term Plan

	Use the language of comparison: more than and fewer than	- Focus on the composition of 3, 4 and 5 Practice object counting skills - Match numerals to quantities within 10 - Verbal counting beyond 20	- than, fewer than, an equal number to - Make unequal sets equal			
UW	- Describe immediate environment - Familiar people - Autumn - RE: Ourselves and Our Family: Where do we belong?	- Communities - Traditions - Familiar people - Comparison – different cultures/ different religions - Bonfire Night - Remembrance Day - RE: What Happens at a Festival?	- Explore the natural world, making observations - Winter - Similarities and differences in the natural world - Changes - RE: Special Books -What can we learn from stories from different religions?	- Natural world - Comparison - Contrasting environments - Understanding the past through settings, characters & events - Spring - RE: What happens at a Festival? Easter - Mother's Day - Chinese New Year	- Natural world - Exploration and recording - Processes and changes - Comparison - RE: What happens at a Wedding? - Making observations.	- People – linked to the sea - The Natural World– linked to the sea - Sorting – sea creatures/not sea creatures - Comparison - past and now. How have we changed (transition) - To explore under the sea and compare and contrast different sea creatures. - Float and Sinking experiment - Maps (transition)
EAD	- Art – Drawing: Marvellous Marks - Role play - Retelling stories - Songs/rhymes – action songs Music: Kapow – Musical stories Art – Kapow: Marvellous Marks	- Songs/rhymes – Christmas songs - Performance (Nativity) - Experiment with colour - Christmas Cards - Harvest - Firework art - Creating props - Hinduism - Music: Kapow -Celebration Music - Art: Kapow – Season Crafts Christmas Part 1.	- Looking at art by Sarah Turner (winter art) - Songs/rhymes – spaced themed songs - Using different types of medium - Art: Kapow - Paint My World - Music: Kapow – Music & Movement	- Songs/rhymes – dinosaur songs, Easter/spring songs - Role Play – Easter story - Chinese lanterns - Observation drawings - Easter crafts - Art: Kapow – Seasonal crafts Easter Part 2 - Art: Kapow – Exploring Sound	- Songs/rhymes- minibeast themed songs. - Creating with Materials - Being Imaginative and Expressive - Art: Kapow- - Music: Kapow- Transport - Art: Kapow – Sculpture & 3D art	- Songs/rhymes- sea and pirate themed songs. - Music: Kapow- Big Band - Art: Kapow-Let's get crafty. - Dancing – Pirate themes - Role Play – Travel Agents
PSHE	All about me Zones of Regulation Academy/ Class Rules Identify who can help if they are sad Identify ways to help others Zones of regulation	Me and my special people	How can I play nicely with others?	How can I be a good friend?	What is self-worth? – Passport	How can I make other children feel happy?



CORBY PRIMARY ACADEMY

Reception – Long Term Plan

	What makes me special?					
--	------------------------	--	--	--	--	--

Reception Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Magical Me/Traditional Tales	Special People, Special Times <i>To include RE unit - Festivals</i>	To Infinity and Beyond	Roarsome Fun	Wriggle, Crawl and Fly	Commotion in the Ocean
Possible texts	Colour Monster Colour Monster Goes To School Super Dooper You The Great Big Book of Families Little Red Riding Hood Elves & the Shoemaker Goldilocks Billy Goats Gruff	Rama and Sita The Christmas Story Additional Non-fiction texts We're Going on a Bear Hunt The Tiger Who Came to Tea Stick Man Little Red Hen	Elmer & The Snow The Way Back Home Noah's Ark Aliens Love Underpants	Harry & His Bucket Full of Dinosaurs Harry & His Dinosaurs Go to School Dinosaurs Love Underpants The Easter Story The Dinosaur That Pooped out Easter	The Very Hungry Caterpillar (joint project) Aaaaaaargh Spider! Sam plants a sunflower Superworm The Bad-Tempered Ladybird The Scarecrow's Wedding	Commotion in the Ocean The Rainbow Fish Barry the Fish with Fingers The Koala who Could Ruby's Worries Pirates Wear Underpants
Enhancements	Yoga Family Stay & Play Phonic workshop Autumn Walk Art Day	Christmas concert Celebrating each festival Visitors who celebrate	Winter Walk	Spring Walk Dinosaur Stomp Easter Egg	Growing sunflowers Hatching caterpillars Trip to Sacrewell Farm Bug Man Dave	water based experiments Pirate Day Sports Day



CORBY PRIMARY ACADEMY

Reception – Long Term Plan

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



CORBY PRIMARY ACADEMY

Reception – Long Term Plan

Term: Autumn 1			Topic: Enchanted Woodlands	
Domains of knowledge:			Value: responsibility	
PD	Literacy	Maths	UW	EAD
- Gross motor – ball skills - Gross motor – movement - Basic hygiene - Spatial awareness - Senses - Fine motor – mark making	- Kinetic letters: animal positions/ basic moves - Fantastic Foundations – lenses and word collector - Fiction – traditional tales - Characters - Comprehension – retelling stories	- Counting 1:1 correspondence - Subitising - Partitioning	- Comparison - Familiar people - Immediate environment	- Art – Mark making - Exploring different media - Role play - Retelling stories
Development matters/ end points:			Flight path: RE	
- 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	- 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 - To know how to write their first names	- Subitising within 3 - Focus on counting skills. - Explore how all numbers are made of 1s - Focus on composition of 3 and 4 - Subitise objects and sounds - Comparison of sets – 'just by looking' - Use the language of comparison: more than and fewer than	- To know some similarities and differences between themselves and their friends. - RE unit – Ourselves and our Family – Where do we belong? - To name and describe people who are familiar to them. - To explore the natural world around them. - To talk about differences between materials. - To describe the season of autumn and some of its key features.	- To retell familiar stories - To engage in role play activities in their own play. - To explore making marks with different media. – chalk, felt tips, crayons, pencils - To explore colour and make colour choices. - To explore the self-portraits of Frieda Kahlo - To create a simple observational drawing. - To use colour to create a self-portrait.

Term: Reception Autumn 2			Topic: Tell me a story	
Domains of knowledge:			Value: respect	
PD	Literacy	Maths	UW	EAD
- Fine motor – pencil grip - Getting dressed - Healthy eating - Danger/ safety	- Fantastic foundations – picture power/ sentence maker/ 'slow reveal' together writing - Poetry – Night Before Christmas	- Numerals - Counting - Less/more - Pattern	- Communities - Traditions - Familiar people	- Drama and role play - Singing - Performance - Cultural art



CORBY PRIMARY ACADEMY

Reception – Long Term Plan

- Fine motor - Manipulation of tools - Balance - Kinetic letters – letter formation by family	- information - Events	- Sorting - Number facts – number bonds to 3	- Comparison – different cultures/ different religions - The past	Cutting and scissor skills
Development matters/ end points:			Flight path: RD	
- 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.	- 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 - To retell a familiar story using a story map. - To know what an adjective is. - To write the first and last sound of a word, which signifies the whole word.	- Focus on counting skills - Focus on the 'five-ness of 5' using one hand and the die pattern for 5 - Comparison of sets – by matching - Use the language of comparison: more than, fewer than, an equal number - Explore the concept of 'whole' and 'part' - Focus on the composition of 3, 4 and 5 Practice object counting skills - Match numerals to quantities within 10 - Verbal counting beyond 20	RE unit – What happens at a festival? - To know the similarities and differences between Christmas traditions - To know about the past when exploring Bonfire Night - To know different religious venues.	- To perform in a Nativity - To study cultural artists and explore recreating their art work. - To recreate art forms related to Diwali – diva lamps, rangoli patterns, Mendhi hand patterns. - To create a mixed media fireworks picture. - To use printing skills to create a poppy wreath. - To explore Indian music and dance. To recreate a bonfire celebration.

Term: Reception Spring 1			Topic: To Infinity and Beyond	
Domains of knowledge:			Value: perseverance	
PD	Literacy	Maths	UW	EAD
- Senses - Getting dressed - Danger/safety - Get set for PE – An Introduction to PE 1	- Vocabulary – adjectives - Predictions - Story sequencing - Events - Facts	- subitising - numerals - ordinality - one more - comparison	- Comparison – different cultures/ life in different countries - Traditions - Changes	- Singing - Art – Paint - DT – junk modelling - Van Gogh - junk modelling
Development matters/ end points:			Flight path: RD	
To know how to dress for the winter weather	- To know what an adjective is - To write simple adjectives for an object or image.	- Subitise within 5 focusing on die patterns - Match numerals to quantities within 5	To compare two contrasting countries. (England and Russia)	To explore paint through finger painting.



CORBY PRIMARY ACADEMY

Reception – Long Term Plan

- To know how to stay safe in the winter - To begin to know how to hold a pencil in a tripod grip - Outcomes from PE scheme.	- To know what a fact is - To write labels for a non-fiction picture. - To be able to say the key events from a story - To be able to predict and anticipate events in a story. - To secure segmenting CVC words. - To begin to write short phrases.	- Counting – focus on ordinality and the 'staircase' pattern - See that each number is one more than the previous number - Focus on 5 Focus on 6 and 7 as '5 and a bit' - Compare sets and use language of comparison: more than, fewer than, an equal number to - Make unequal sets equal	- To know about key figures from history that impacted on the 'space race'. - Mae Jameson/ Neil Armstrong/ Katherine Johnson/ Tim Peake - To know some of the key features of space – planets, stars, our solar system - To explore light and dark - RE unit – where do we belong?	- To respond to music through the medium of painting. - To explore the artwork of Van Gogh - To recreate Starry Night in Van Gogh's style. - To explore different joining techniques. - To verbally plan and create a junk model (rockets) - To recreate simple rhythms using our bodies and simple instruments.
--	---	--	--	---

Term: Reception Spring 2			Topic: A Long, Long Time Ago	
Domains of knowledge:			Value: courage	
PD	Literacy	Maths	UW	EAD
- Gross motor – movement - Gross motor - obstacles - Spatial awareness - Healthy eating - Fine motor – accuracy and care - Get Set for PE – An introduction to PE 2	- Fantastic foundations – ambitious vocabulary/ one week teaching sequences - Vocabulary – technical vocab - Writing – labels and captions	- Number patterns – odd/ even to 10 - Comparison – greater/ less/ same - Measures – length/ weight - Number facts – number bonds to 10	- Natural world - Comparison - Contrasting environments - Understanding the past	- Art – Sculpture and 3D: Creation Station – clay focus - using small tools - Percussion - dynamics - singing
Development matters/ end points:			Flight path: RS	
To be able to travel along, through and over different obstacles	To know what a label is and to write labels linked to a diagram	- Focus on the 'staircase' pattern and ordering numbers - Focus on ordering of numbers to 8	To know that dinosaurs lived a long time ago and that there are none left alive today	- To explore clay and its properties - To create a simple fossil using clay imprinting techniques.



CORBY PRIMARY ACADEMY

Reception – Long Term Plan

- To explore moving in different ways - To be able to travel around a space safely - To know about different types of diet	- To write a short caption for an image - To understand and use new vocabulary linked to the topic	- Use language of less than - Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts - Sorting numbers according to attributes - odd and even numbers	- 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	- To explore the sculptures of Beth Caverer and Julie Wilson - To design their own dinosaur sculpture - To make a 3D dinosaur sculpture, following their own designs
--	---	---	---	--

Term: Reception Summer 1			Topic: In the Garden	
Domains of knowledge:			Value: honesty	
PD	Literacy	Maths	UW	EAD
• Gross motor – tennis • Manipulation of tools • Fine motor – pencil grip • Basic hygiene • Healthy eating • Senses • Get Set for PE – Fundamentals 1	• Fantastic foundations – sentence structure • Comprehension – answer simple questions • Writing – short phrases	• Measures - length • Number facts – doubles to 10 • More/ less • Ordering – 1-10 • Number facts – subtraction facts to 5 • Sequencing	• Natural world • Exploration and recording • Processes and changes • Comparison	• Art – craft and design • Cutting • Folding • Tissue paper collage • dance – linked to PE
Development matters/ end points:			Flight path: ELG	
• 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	• 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	• Counting – larger sets and things that cannot be seen • Subitising – to 6, including in structured arrangements • Composition – '5 and a bit' • Composition - of 10 Comparison – linked to ordinality • Play track games	• 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.	• To develop cutting skills • To explore different types of joins • To learn how to fold, cut and curl paper to achieve a desired effect. • To create a design for a tissue paper flower. • To create a tissue paper flower based upon their own design.



CORBY PRIMARY ACADEMY

Reception – Long Term Plan

	To write a simple fact or series of facts		RE unit – What do Christians learn from the bible?	To refine small motor skills through the use of drawing, cutting and manipulating paper.
--	---	--	--	--

Term: Reception Summer 2			Topic: The Sea	
Domains of knowledge:			Value: positivity	
PD	Literacy	Maths	UW	EAD
- Gross motor – movement in a range of ways - Fine motor – pencil tripod grip - Spatial awareness - Gross motor – balance - Fine motor – small tools - Get Set for PE – Fundamentals 2	- Fantastic Foundations – purposeful writing - Writing – phrases and sentences - Comprehension – anticipate key events	- Estimating - Comparing - Distribution - Counting – beyond 20 - Measures – capacity	- People – linked to the sea - Comparison – past and now - Contrasting environments - Comparison – life in UK and other countries	- Drama – inventing stories - DT – Structures: Boats - Illustration – Hooray for Fish - Props - Singing – Sea shanties
Development matters/ end points:			Flight path: ELG	
- 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	- 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.	- Subitise to 5 - Introduce the rekenrek - Automatic recall of bonds to 5 - Composition of numbers to 10 - Comparison - Number patterns Counting	- 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.	- To develop their own narratives and role plays in stories. - To explore the shape and design of boats. - To design a boat. - To create their boats using their own designs. - To test their boats and evaluate the effectiveness of their design. - To create props and materials to support role play such as pirate flags and maps. - To explore the illustrations of Hooray for Fish.



CORBY PRIMARY ACADEMY

Reception – Long Term Plan

				• To create their own design for an under the sea creature based on the story.
--	--	--	--	--