

Broke Hall Reception Long Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literature Spine CUSP and other texts						
Themes	Learning about self/others, feelings, kindness, friendships, traditional tales, imagination, people who help us, seasons, food, festivals and harvest.	Festivals, cultures, seasons and autumn, vegetables, anti-Racism, traditional tales, nursery rhymes.	Festivals, cultures, different artists, colours, feelings, internet Safety, kindness, community, habitats and animals.	Festivals, cultures, following instructions, life cycles, growing and changing, local area, wider world, space.	Festivals, cultures, growing and changing, seasons, plants, understanding others, kindness, transport, Road safety, imagination, building, bees, nature, wider world.	Community, looking after the planet, animals, music, feelings, differences, understanding others, worries, history.
Special events and occasions	Starting school, Food and festival week	Halloween, Diwali, Fireworks, Remembrance, Anti-bullying week, Children in Need, Christmas.	New Year, World religion day, Lunar New Year, Internet Safety day, shrove Tuesday	Ramadan, World book day, Holi, Science week, World Frog Day, Eid, Mother's day, Easter.	World bee day	World Environment day, World Oceans day, Father's day, World Music day, Transitions
Parent shares, trips and visitors		Dentist visit Winter craft share Christmas Performance		Pipers Vale gymnastics Visit from Rushmere Church Spring craft share	Visit from a Bee Keeper Sports day	Farm trip Move up day End of year picnic
Prime Area - Communication and Language Communication and Language is developed throughout the year through high quality speaking and listening interactions, daily group discussions, Jigsaw/PSHE sessions, story sessions, singing, speech and language intervention, assemblies, and interventions.						
Communication and Language	Following instructions Talking about themselves and their families Settling in activities Nursery Rhymes Building attention and listening.	Talking to each other, sharing their own ideas and experiences. Listening to stories and developing vocabulary. Talking about events.	Talking about their families. Engaging in conversations with others. Listening and taking turns to talk. Listening to stories and developing vocabulary.	Engage in extended conversations about stories, learning new vocabulary. Listening and taking turns to talk. Articulate their ideas and thoughts in well-formed sentences.	Articulate their ideas and thoughts in well-formed sentences. Explain the meaning of new vocabulary. Asking and answering questions to do with what they have heard or would like to know about.	Understand key vocabulary. Engage in extended conversations about stories, learning new vocabulary. Asking and answering questions to do with what they have heard or would like to know about.
Prime Area – Personal, Social and Emotional						
Personal, Social and Emotional Development (Links to NC PSHE)	School Rules – Be Ready, Be Safe, Be Respectful. Kindness, sharing and forgiveness.	Importance of sharing, making sure it is fair. Friendship and the importance of forgiveness.	Talk about a character's feelings using the correct vocabulary to emotions. Empathise with characters.	Forgiveness Resilience - we all have things we find hard but we should keep trying.	Importance of teamwork. That everyone is different and that we should accept and respect this.	Team work – can make things quicker and easier. That you can make a difference no matter how little

	Similarities and differences between each other, understanding that we are all different. Emotions and feelings Jigsaw PSHE: Being me in my world.	Character feelings Vocabulary to describe emotions. Empathising with others Standing up to racism. Trust – who can we trust and why. Road safety. Jigsaw PSHE: Celebrating Difference	Generosity and greed – how it makes people feel. What poverty is and that some people have more/less than others. Making comparisons between themselves and others. Internet – what it is used for, how we can stay safe online. Strangers – What a stranger is and understanding the importance of not meeting a stranger online. Honesty – Who can you trust and being honest with a trusted adult. Jigsaw PSHE: Dreams and Goals	Why it is important that we help others. Feelings and empathising with others. Jigsaw PSHE: Healthy Me	Understand how everyone is different. Name a range of feelings. Explain ways which people, including ourselves, can be kind. Staying safe around different vehicles and road safety. Jigsaw PSHE: Relationships	you are and how little you have. Helping – different ways we can help at home and at school. Name a range of feelings. Explain how they rely on the kindness of others. Overcoming fears and being brave. The importance in making people feel welcome. Talk about a character’s feelings, assigning the correct vocabulary to emotions. Empathise with characters. Jigsaw PSHE: Changing Me
Prime Area - Physical Development						
Physical development – Fine motor, over the year. Links to EAD.	Get dressed and undressed independently managing sips, buttons and Velcro fastenings. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. E.g. pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. Use dynamic tripod grip. Develop the foundations of handwriting style which is fast, accurate and efficient. Accurately use a range of small tools. Use a range of fixings explaining choices. Accurately form all the pre-writing shapes.					
Physical development – Gross motor over the year.	Travels with confidence and skills around, under, over and through balancing and climbing equipment. Can ride bikes, trikes and scooters confidently around more complex courses and obstacles with control, e.g. weaving in and out of cones, following chalk lines and following a map of the setting. Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. Has developed core strength and can sit on the carpet and on chairs comfortably without needing feedback e.g. rocking or tapping. Has developed bilateral integration and has symmetrical movement, reciprocal movements and leading hand and supporting hand. Can cross the midline and uses this for fluid movement (both gross and fine motor) Know and talk about the different factors that support their overall health and well being. E.g. regular physical activity.					
Physical Development Linked to NC PE (PE Hub)	Dance unit / Body management unit 1 Experiments with differing ways of moving, testing out ideas and adapting movements to reduce risk. Jump off an objects and lands appropriately using hands, arms and body to stabilize and balance. Chooses to move in range of ways, moving freely and with confidence making changes to body shape, position and pace	Gymnastics unit 1 / Body Management unit 2 Travels with confidence and skills around, under, over and through balancing and climbing equipment. Experiments with differing ways of moving, testing out ideas and adapting movements to reduce risk. Jump off an objects and lands appropriately using hands, arms and body to stabilize and balance.	Dance unit 2 / Co-operate and solve problems unit 1 Experiments with differing ways of moving, testing out ideas and adapting movements to reduce risk. Chooses to move in range of ways, moving freely and with confidence making changes to body shape, position and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding,	Gymnastics unit 2 / Manipulation and coordination unit 1 Travels with confidence and skills around, under, over and through balancing and climbing equipment. Experiments with differing ways of moving, testing out ideas and adapting movements to reduce risk. Jump off an objects and lands appropriately using hands, arms and body to stabilize and	Speed, agility, travel unit 1 / Cooperate and solve problems unit 2 Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (Proprioception).	Manipulation and coordination unit 2 / Speed, agility, travel unit 2 Negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles (Proprioception).

	of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, hopping and climbing.	Can static (stationary) balance on a wide range of objects and body parts. Can dynamic balance (Balance whilst moving) on the floor and on a wide range of objects with increasing confidence.	hopping and climbing.	balance. Can static (stationary) balance on a wide range of objects and body parts. Can dynamic balance (Balance whilst moving) on the floor and on a wide range of objects with increasing confidence		
Specific Area - Literacy						
Reading	Describe the story setting and characters, saying how the characters were different. Identifying rhyming pairs. Identify and name familiar characters and share opinions. Retell events in a story. Nursery Rhymes.	Describing the story setting and characters. To know about Non-fiction texts. Answering questions about what they have read or has been read to them. Traditional tales	Traditional tales – What they are. Recalling traditional tales. Re-tell a story. Ordering the events in a story. Predicting the events and joining in with repeated refrains. Using our imagination to extend a story.	Fairy tales Nursery rhymes Understanding characters and their actions. Retelling the story. Describe the story setting and characters. Relate to characters and settings in the story.	Engage in extended conversations about stories. Retell the story using some of the vocabulary that they have learnt. Order the events in a story. Describing the story setting and characters.	Describe the story setting and characters. Begin to talk about why an author might have chosen specific words. Describe the story setting and characters.
Phonics (Bug club)	Phase 2 Phonemes: s, a, t, p, l, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, ss Tricky words: the, to, l, no, go, into, her, and		Phase 3 Phonemes: j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo(long), oo(short), ar, or, ur, ow, ear, air, ure, er Tricky words: me, be, he, my, by, she, they, we, are, you, all, was, give, live.		Phase 4 Adjacent consonants (cvcc / ccvc), adjacent consonants (ccvcc/ccvcvcc/cccvcc) Tricky words: said, have, like, so, do, some, come, were, there, little, one, when, out, what	
Writing	Penpals Handwriting – pre letter writing shapes Name writing Initial sounds	Penpals Handwriting – pre letter writing shapes Initial sounds/CVC words Name writing	Penpals Handwriting – Letters formation Securing correct letter formation. CVC words Short caption writing	Penpals Handwriting – Letters formation Securing correct letter formation. Caption and sentence writing.	Penpals Handwriting – Letters formation Securing correct letter formation. Caption and sentences	Penpals Handwriting – Letters formation Securing correct letter formation. Captions and sentences
Specific Area - Maths						
Maths Power Maths Links to NC maths	Numbers to 5 Comparing groups within 5 Shape (3D and 2D) Change within 5 Number bonds within 5 Space (positional and direction) Sorting Subitising Cardinality 1:1 correspondence Stable order 1 more and 1 less Exploring size of objects Counting back songs e.g 5 currant buns.		Numbers to 10 Composition of numbers to 10 Comparing numbers within 10 Addition to 10 Measure (length, height and weight) Number Bonds to 10 Subitising Subtraction 1 more and 1 less Exploring patterns More and fewer Number formation Identifying missing parts for numbers within 5 Equal and unequal groups Numerical patter (odd and even, doubles) Ordering numbers		Counting on and counting back Number bonds for 5 and 10 Numbers to 20 Counting beyond 20 Numerical patterns (odd and even, doubling, halving and sharing) Using part whole models Shape (Composing and decomposing shapes) Measure (volume and capacity) Sorting Time Subitising Exploring a range of representations of numbers. Comparing quantities	

		Playing number track games, Counting back songs: 10 green bottles	
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Specific Area – Understanding the World						
UW – Past and Present Throughout the year	Begin to experience measuring time with timers and calendars Know that a clock/ watch tells us what time it is/when to do things. Develop an understanding of how houses, clothes, transport and toys have changed over time. Comment on images of familiar situations in the past. Talk about common themes in stories about historical figures e.g bravery, difficult choices, kindness. Comment on images of familiar situations in the past. Begin to make some accurate comparisons between modern and old objects.					
UW – Past and present Links to NC History	Past, present and future – objects, events and stories. Changes from a baby to a child. Knowing that ‘my life’ is different from the lives of people in the past. Name people who help others in the community and talk about their different roles.	Relate the changing seasons to the passing of time. Talk about past and present events in their own life and in the lives of family members. Talking about events from the weekend or holidays.	Days of the week and the months of the year. Understand about new year. Similarities and difference between themselves and others and amongst families, communities, cultures and traditions. Relate the changing seasons to the passing of time. Talk about past and present events in their own life and in the lives of family members.	life cycles – butterfly, frogs, chickens/ducks. Relate the changing seasons to the passing of time. Talk about past and present events in their own life and in the lives of family members.	Relate the changing seasons to the passing of time Talk about past and present events in their own life and in the lives of family members.	Talk about past and present events in their own life and in the lives of family members. Compare life for their family now compared to life for their family in the past. Explore ways in which life has changed over the time of our parents/grandparents lives
UW – People, Culture and Communities Throughout the year	Talk about and name the physical and human features of their local environment and how environments might vary from one another. Name and describe human and physical features of the places they have visited and places from stories e.g beach, island, fields, mountain. Understand that some places are special to members of their community. Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions. Name, locate and talk about one other country, linked to what they have read					
UW – People, Culture and Communities Links to RE and Geography	Families People who help us including in the community Using atlases, globes and local maps Name the town and country in which they live in. Learning about our own heritage and family traditions. Jigsaw RE: Theme: Special People What makes people special to me and others?	Festivals which are celebrated by each other or around the world. Know about different traditions from those around them. Being to explore where different countries are around the world. Talking about families and community. Using atlases, globes and local maps. Recognise that people have	Understand that not all families are the same. Being to explore where different countries are around the world and their traditions. Using atlases, globes and local maps Talk about their immediate family and community and some of their routines, cultures and celebrations. Know key facts about another country including some physical and human features	Animals and where they live. Talk about their immediate family and community and some of their routines, cultures and celebrations. Draw information from a simple map Begin to use atlases and globes to find where they live / where people/ animals from the stories they have encountered live. Name, locate and talk about one other country, linked to	Talk about their immediate family and community and some of their routines, cultures and celebrations. Using atlases, globes and local maps Understand that maps show us where to go and can be used for different reasons. Draw information from a simple map. Name and locate areas in the school community. Discuss the area surrounding	Recognise that people have different beliefs and celebrate special times in different ways. That we should respect different cultures and learn from them. Discuss the area surrounding the school using knowledge from observation, discussion and maps. Recognising the different areas and places in the community e.g. religious/important buildings, shops, park,

		different beliefs and celebrate special times in different ways. Jigsaw RE: Theme: Christmas What is Christmas?	(including weather) and how life is different there from where they live. Jigsaw RE: Theme: Celebrations How do people celebrate?	what they have read Know what type of house they live in. Recognise that people have different beliefs and celebrate special times in different ways. Jigsaw RE: Theme: Easter What is Easter?	the school using knowledge from observation, discussion and maps. Recognising the different areas and places in the community e.g. religious/important buildings, shops, park, playground, road and road signs. Discuss some features on maps. Recognise that people have different beliefs and celebrate special times in different ways. Jigsaw RE: Theme: Story time What can we learn from stories?	playground, road and road signs. Jigsaw RE: Theme: Special People What makes places special?
UW – The Natural World Throughout the year	Plants – parts of a plant, similarities and differences, how trees and plants change in different seasons, name common plants, Talk about some similarities and difference in animals including humans. Observe different animals and their body parts and talk about why they have them e.g. beak /wing etc. Name some habitats e.g. homes of birds (garden, forest, wood and water.) Develop their own ideas through experimentation with a diverse range of materials Increasingly choose more appropriate materials for the job Look at how materials change e.g. when cooking. Know how to use a variety of different tools and equipment and how they work. Know the effect of simple push and pull forces. Know the names of the seasons and what the weather is/can be like in each. Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants.					
UW – The Natural world Link to Science and Geography	Hibernation and food storing. Naming parts of the body. Knowing what our bodies need to be healthy. Seasonal changes and weather.	Seasons and weather. Floating and sinking. Day and night. How our environments have changed over time.	Talk about the features of their own immediate environment and how environments might vary from one another. Talk about the changes that each season brings in relation to their environments: the clothes they wear, the weather and plants. Changes in state of matter – freezing and melting.	Frogs – life cycle, amphibians and where they live. Growing is different for everyone. Talk about the features of their own immediate environment and how environments might vary from one another. Describe how trees and plants change in different seasons.	Gardening – what gardening words mean. To know that we are part of a universe that included space, planets and stars. Name some planets and know we live on Earth. Bees – What they need to be happy, how to help bees, why they are important, facts about bees Examine changes over time e.g life cycle of different plants/fruits/vegetables. Growing plants from seeds. Know about similarities and differences in materials. Sort materials using criteria such as soft, hard, flexible, plastic, wood, metal.	To know that some animals are usually found in the countryside or on a farm. Understand what an island is. Litter / plastic pollution – how this affects animals. That we need to look after our environment. Why it is important to clean up plastic on our beaches. Know some ways in which humans are harming the world and how to help. Name a variety of animals and the way in which they move and the sound they make. Where a range of different creatures live (habitats). Talk about the difference between day and night. Why and when it gets dark.

Specific Area – Expressive Arts and Design						
EAD Links to NC music	Nursery Rhymes Copying a clap rhythm High and low shounds Exploring musical instruments	Nursery Rhymes Copying a clap rhythm High and low pitch Inventing a pattern Learning christmas songs	Nursery Rhymes Copying a clap rhythm High and low shounds. Using a starting note to explore melodic patterns using one or two notes.	Nursery Rhymes Copying a clap rhythm High and low shounds Using a starting note to explore melodic patterns using one or two notes.	Nursery Rhymes Copying a clap rhythm Keeping the beat of a song.	That music can be used to help us imagine things and create a feeling. Discuss the Rhythm of different music. Explain and recognise the different sounds different instruments make. Nursery Rhymes Revising all previous learning.
EAD – creating with materials and being imaginative Throughout the year Links to NC Art and DT	Increasingly choose more appropriate materials for the job. Join materials explaining why they have chosen a specific fixing Develop their own ideas through experimentation with a diverse range of materials Purposefully choose construction materials for a specific job. Accurately use a range of small tools – scissors, cutlery, stapler, hole punch, trowels Use a range of fixings explaining choices – staples, stapler, hole punches, treasury tags, split pins, different glues, Sellotape, masking tap. Recognise and name the primary and secondary colours and know how to mix the primary colours to make secondary colours. Continue to develop their colour-mixing techniques to enable them to match the colours they see and want to represent. Know how to make colours lighter and darker using black and white. Know the names of some other colours mixed this way e.g pink and grey. Draw with increasing accuracy using and experimenting with both HB and coloured pencils/felt tips/chalk/crayons to represent their ideas. Create different depths of line. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.					
EAD – creating with materials and being imaginative Links to NC Art and DT	Using art to express out imagination, thoughts and feelings. Self-Portraits– using different media. When drawing themselves, represent all of the different face / body parts. Use materials to learn weaving. Using imagination and junk modelling materials to create. Using a knife to prepare fruit for a fruit salad.	Exploring and creating Mehndi and Rangoli patterns, linked to Diwali. Recognise and create different patterns, using loose parts and shapes. Describe patterns using correct vocabulary. Using a needle and thread for sewing in binca – Pumplin soup) Combine ingredients to make a dough. Talk about changes in ingredients when cooked/dry. – Salt dough Diya lamps linked to Diwalli.	What an Art Gallery is. To know that there are lots of different artists who paint and create in different ways. Name at least two different artists. Express clear opinions about different paintings / designs / sculptures justifying their opinions. Talk about colour, shapes, patterns and texture iun different pieces of art. Using different media/materials and tools to create art. Recognise and create different patterns, using loose parts and shapes. Describe patterns using correct vocabulary. Shape and mould clay to make a pot.	Explain how colour in illustrations can be used to create certain moods. Draw with increasing observation. Recognise and create different patterns, using loose parts and shapes. Describe patterns using correct vocabulary. Increasingly choose more appropriate materials for the job e.g. cotton reels/lids for wheels / wool / thread for hair. Join materials explaining why they have chosen a specific fixing	Use materials to learn weaving. Say what works well. Why they are proud / pleased about their creation and what they might do to make it even better. Share their creations explaining the process they have used. e.g. colours, fixings and materials using mostly accurate vocabulary. Increasingly choose more appropriate materials for the job e.g. cotton reels/lids for wheels / wool / thread for hair. Join materials explaining why they have chosen a specific fixing	To know that we can communicate stories and ideas through art. Select specific textures to represent different things e.g mixing sand into paint / glue to represent the beach.