Caedmon Long Term Plan Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Marvellous Me! Starting school – My new class Superheroes People who help us Staying healthy Human body How have I changed? My family What am I good at? How do I make others feel? Being kind / staying safe	**Look at Us Glow!** Explore a variety of celebrations and special events. People in our Community Transport 	**Our Wonderful World!** All Around the World Space Our Solar System  Looking after our planet Dinosaurs Fossil Hunters 	**Ready, Steady… Grow!**  Jack and the Beanstalk  Plants and Flowers Spring Lifecycles Minibeasts Planting Animals on the Farm 	**Going on an Adventure** Fairy Tales Traditional Tales Kings and Queens	**Let's Set Sail!** Pirates and Mermaids Marine Life Around the World Continents Animals Habitats Climate Summer 
Wow Moments and Key Events	Transition Harvest	Remembrance Day Halloween Diwali Guy Fawkes & Bonfire night Christmas Performing our Nativity	Valentine's Day Pancake Day Chinese New Year	World Book Day Mother's Day Easter St George's Day Internet Safety Day Easter Egg Hunt Visit Monk Farm	Tea Party	Transition Sports Day Summer Fair
Key Texts	Mrs Armitage on Wheels Handa's Surprise Shhh! Mr Grumpy's Outing The Gruffalo Goodnight Moon Whatever Next! Six Dinner Sid On the Way Home Rosie's Walk Owl Babies Farmer Duck					
RWI Phonics	**Linking Sounds to Letters** **Sounds:** Set 1 sounds as whole class **Reading:** initial sounds, oral blending, CVC sounds, reciting known stories,	**Begin to read words by blending** **Sounds:** Based on differentiated group **Reading:** blending CVC sounds, rhyming,	**Introducing digraphs** **Sounds:** Based on differentiated group **Reading:** rhyming strings, identifying themes, characters and	**Begin to read simple sentences** **Sounds:** Based on differentiated group **Reading:** story structure, retelling stories to an audience, non-fiction books	**Read and understand simple sentences** **Sounds:** Based on differentiated group **Reading:** non-fiction, internal blending, naming letters of the alphabet,	**Reading and understanding sentences with fluency** **Sounds:** Based on differentiated group **Reading:** reading simple sentences with fluency,

	listening to stories with attention and recall.	alliteration, reading left to right	settings		capital and lower-case letters	reading CVCC and CCVC words confidently
Literacy Writing	Developing correct pencil grip Handwriting practise following RWInc scheme and Writing Activity Plan Initial sounds labelling Initial and final sounds Developing CVC words		Developing correct pencil grip Forming letters mostly correctly Beginning to show awareness of capital letters, finger spaces and full stops and uses them sometimes in own 'writing'. Writes left to right and top to bottom Handwriting practise following RWInc scheme and Writing Activity Plan CVC word labelling CVC word captions Developing CVC word sentence writing (simple sentence) e.g. I am big, it is red Begins to use some plausible attempts at words.		Effective pencil grip (mostly dynamic tripod grip) Letter are recognisable (may not all be formed correctly but are recognisable) Handwriting practise following RWInc scheme and Writing Activity Plan Plausible attempts at words using phonic scheme CVC word and plausible attempts at sentence writing (simple sentence) e.g. I am big, it is red May writing a beginning, middle and end sentence. Developing an extended story using story scribing Uses finger spaces full stops and capital letters	
Literacy Comprehension	Introduce new vocabulary from the story Character description (verbal) Setting description (verbal) Orders 3 pictures from a story Verbally retells the story Acts out the story with puppets		Predict what happens next *Answer questions about what they have read* Looks at non-fiction books Describes what happened in the beginning of the story and what might happen next? Describes what happened in the middle of the story and what might happen next? Describes what happened at the end of the story and what might happen next? Describes the characters emotions		Anticipates what might happen next before reading it Uses new vocabulary from the story when discussing the story Uses and understands new vocabulary from the story Joins in with stories, rhymes, non-fiction texts and poems Verbally retells the story in greater detail Can predict what might after the end of the story Can talk confidently about the beginning, middle and end of the story	
Literacy Communication and Language	Listen to others one on-one or in small groups. Join in with repeated refrains and anticipate key events and phrases in rhymes and songs. Understand use of objects and tools in the classroom. Respond to multi-step instructions. Re-tell past events from stories and own experiences.	Join in with repeated refrains and familiar stories. Follow directions and recognise left and right. Show understanding of prepositions. Use vocabulary, including phrases, from recently read stories. Ask questions using 'what', 'where', 'when' and 'why.	Build up vocabulary that reflects knowledge and experience. Use different tenses in discussions. Ask relevant questions to find out more information. Share opinions and explaining preferences.	Focus attention in a variety of situations. Understand 'how' and 'why' questions and use them in a variety of contexts. Use increasingly complex sentences to link thoughts. Use newly acquired vocabulary to name and describe.	Describe a pretend object in play-based situations. Question to understand why things happen. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences.	Use talk to explain what is happening and to anticipate what might happen next. Recall and relive past experiences. Respond to comments from peers using full sentences. Explain ideas and experiences using different tenses, prepositions and vocabulary from all areas of the curriculum.
Maths White Rose	**Block 1:** Match, sort and compare **Block 2:** Talking about measure and pattern **Block 3:** It's me, 1, 2, 3 **Block 4:** Circles and triangles **Block 5:** 1, 2, 3, 4, 5		**Block 1:** Alive in 5 **Block 2:** Mass and capacity **Block 3:** Growing 6, 7 and 8 **Block 4:** Length, height and time **Block 5:** Building 9 and 10		**Block 1:** To 20 and beyond Block 2: How many now? **Block 3:** Manipulate, compose and decompose **Block 4:** Sharing and grouping **Block 5:** Visualise, build and map Block 6: Make connections	

	Block 6: Shapes with 4 sides	**Block 6:** Explore 3D shapes	
UTW	**People, Culture and Communities** Can name the different members of their family such as mam, dad, brother, sister, nana and granddad Can name some people who help us, what their job is and can recognise and match the vehicle they drive. **The Natural World** Begins to draw pictures o represent what they have observed on the natural world and discuss these with an adult. Explore different roles in our community. Can comment on the weather around them. Explore different materials in the gluing area. Can explore different weighted objects in the water area commenting on if they sink or float. **Past and Present** Looks at pictures of themselves as a baby and discuss how they have grown.	**People, Culture and Communities** Can understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. **The Natural World** Plants their own seeds and watches it grow over time.- beanstalk. Knows that a plan needs water, sunlight and food to survive and grow. Draws pictures of what they have observed, considering the size, colour and shape of the object. Can sort environments by their similarities and differences and begin to offer reasons as to how they have been sorted. Explores what animals you might see on a farm. Can match farm animals to their babies. Comments on the weather around them and discuss how this effects the environment around them e.g. sun to help the plants grow. Knows that solids such as ice will melt when its gets hotter. **Past and Present** Can look at pictures of older people (mams and dads) as a baby and can talk about how they have grown.	**People, Culture and Communities** Can describe how a person from society has helped them or how they can help them**.** Recognise that people have different beliefs and celebrate special times in different ways. **The Natural World** After close observation draws pictures of the natural world, including animals and plants. Can describe the similarities and differences between at least two different environments such as the wildlife that lives there or plants that grow etc. Can recognise and name farm animals and common pets. Can begin to use the correct names for animals and their babies. Comments on the weather and begins to relates it to the season of the year. **Past and Present** Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Can comment on what they have learnt throughout their school year in reception and discuss their favourite memories.
Physical Development **Gross Motor**	**Space** — Uses stairs in an adult manner, alternating feet; changes direction on request; moves around the classroom independently without bumping into objects or people. **Strength, Balance and Coordination** — Hops on one foot, skips, stands on one leg and holds poses like musical statues; explores moving at different paces to different music; balances a beanbag on a hand (arm close to the body) while walking across the room; catches a balloon with both arms together; tracks objects with their eyes to catch a light object in isolation, with some success; pushes an object along with their feet. **Energetic Movements** — Runs around the space at a fast pace; begins to move at different speeds — walking, jogging, sprinting — when asked; explores tummy time, slithering across the space on their tummy, lifting all limbs so only the tummy touches the floor and passing a ball hand to hand in that position; uses large movements in a controlled way (flags, streamers, painting and mark-	**Space** — Climbs on and off a bench; finds space to sit, still working on space while moving; checks shoulders when turning; completes an obstacle course around, over, under and through; uses senses to avoid people and objects. **Strength, Balance and Coordination** — Hops and skips continuously; moves in time to music; balances a beanbag on an outstretched hand while walking at varied paces and directions; catches a large ball with two hands; catches a light object with growing success; early control pushing objects with feet. **Energetic Movements** — Uses arms when running; moves at walking, jogging and sprinting speeds in a controlled way; crawls on all fours and changes direction; controls large movements (circling, side to side, up and down); climbs, travels across and jumps off apparatus with bent legs; usually lands on both feet; follows simple rules confidently in team games	**Space** — Consistently finds their own sitting space and is growing in confidence finding space while moving; checks their shoulders when changing direction, sometimes unprompted; moves around an obstacle course confidently, choosing their own way over, under, around and through without touching, and can also follow a given way; moves safely avoiding objects on the floor and other people. **Strength, Balance and Co-ordination —** Holds a simple balance pose for 5 seconds; creates their own continuous movements in time to the music; balances a ball on their hand while walking slowly; catches a heavier ball with two hands; uses taught skills to catch a light object in isolation; keeps a ball close to their feet, using different parts of the foot. **Energetic Movements** — Uses arms when running without prompting; moves at different speeds confidently and can explain walking, jogging and sprinting; crawls through tunnels and slithers under benches on an

	making); climbs confidently, jumping on and off and travelling across a bench; begins to jump and land on two feet; plays team games with simple rules				obstacle course; shows control and fluency; uses a range of apparatus, pulling up with the upper body, travelling across in different ways and jumping off with arms and bent legs; takes off and lands on two feet safely; creates their own rules for a team game with the class.	
Physical Development Fine Motor	**Pencil Grip:** Four Finger and Thumb Grip The child will use a movement from the elbow and wrist.   **Small Tools:** Explores using scissors in the playdough and creative area. Can eat independently and use a knife and fork. Can use a zip when dressing and undressing. Can hold a paintbrush to make marks. **Drawing and Writing:** Can write own name. Assigns meaning to marks. Uses Symbolic writing.		**Pencil Grip:** Static Tripod Grip- the children will use movement from the wrist.   **Small Tools** Can use scissors to effectively snip paper. Is an independent eater. May need support with buttons when dressing. Can hold a paintbrush to paint recognisable pictures. **Drawing and Writing:** Begins to write letters, captions and short sentences. Talks about what they are going to draw, complete task and then talks about what they have done. Emergent Writing		**Pencil Grip:** Dynamic Tripod Grip- the child will use individual fingers.  **Small Tools:** Can use scissors to cut out the items that they need. Can independently dress and undress, put shoes on and off and fasten **buttons.** **Drawing and Writing:** Can hold a pencil correctly and write correctly formed letters. Draws pictures that are recognisable to others and have lots of small details. Confident Writers.	
PSHE	Law and Rights Friendships and Being a Good Friend Keeping Clean- Focussing on Key Routines Seeking Help Understanding Feelings Self-Identity	Democracy and Government Family Life Exercising Our Bodies and Physical Health- Focussing on what we need to do to look after our bodies. Looking at Healthy Food	Media Literacy- what is real and what is made up. Breaking Friendships and Falling Out Standing Up for Yourself Dealing with Bullying	Online Safety- Looking at rules such as not sharing personal details. Making Friendships Looking at how we Grow and Change Why sleep is important	Financial Education- Identifying coins and notes to be able to understand that they have value. Fun and Fears Identifying Talents and Being Special	Climate Change- Focusing on gardening and nature walks. How Recycling is important. Keeping Safe Human Bodies and Respecting my Body Challenges and Perseverance Setting/Achieving Goals and Overcoming Obstacles
Expressive Arts and Design						