




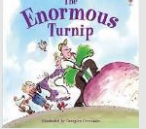


Hartford Manor Primary School
Long Term Plan – Reception



Area of learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2						
Key Question	Who is in our family?	Can you catch a star?	What are your superpowers?	Is all treasure gold?	How are you brave?	Do turnips grow on trees?						
Key Experiences	Walk around the school building Meet Mrs Diamond and the Office Team Autumn Walk Visit from Teresa Nixon to talk about Harvest Attend first Celebration Assembly	Stay and Play PE Coach Mystery Readers Visit St John's Church Christmas Celebration Assembly Trip to Tatton Hall Christmas Party	Real-life superhero visitors Stay and Play Mystery Readers School Nurse/dentist Winter Walk	Spring Walk Stay and Play Mystery Readers Visit to St John's Church NSPCC Pants	Woodland Walk Stay and Play Bird-Cam Frogspawn Caterpillars Mystery Reader Sports Day	Transition to Year 1 Meeting my new teacher Visiting my new classroom Trip to Hayrack Farm Mystery Reader Stay and Play Water Safety Talk						
Examples of key vocabulary	autumn hibernate migrate pinecone acorn conker change past present	leaf squirrel hedgehog bible Christians	night dark star moon shooting star astronaut rocket	Christmas Diwali	job vehicle equipment police firefighter doctor teacher Vicar dentist	freeze melt	Map Road Church School Park River Woodland – Marshall's Arm Village	Hartford Island Sea Caribbean Britain	Life cycle Chick/adult Frog Nest Frogspawn Tadpole Egg Caterpillar Chrysalis Fledglings	Great Tit Butterfly Grow Change Stem Petal Leaf Hatch Spring	plant seed grow roots soil water flower fruit warmth vegetable	light font baptism wedding holiday seaside
Core texts	The Gingerbread Man Our Trip to the Fire Station 	Star in the Jar Lost Star 	Juniper Jupiter Letter – Can you be my sidekick? 	The story of Pirate Tom Pirates 	Little Red How to Trap a Wolf 	The Enormous Turnip How to make turnip soup 						
Nursery rhymes (Charanga)	Days of the week song Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind the Bobbin Up Rock-a-bye baby Five Little Monkeys Twinkle Twinkle Little Star Happy and you know it Heads, shoulders, knees and toes If you're happy and you know it	Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey Days of the week Months of the Year Song	Big Bear Funk The Alphabet Song The Name Song Hickory Dickory Dock	Pat a cake 12345 This Old Man 5 Little Ducks Name Song Things for Fingers I'm a little teapot 5 Little Monkeys	The Grand Old Duke of York Hickory Dickory Dock Not too difficult The ABC Song Wind the bobbin up Rock a bye baby Twinkl Twinkle Little Star					
Poem	I'm a Little Hedgehog	Who am I?	Incy Wincy Spider	Pirates	Daffodils	Summer						
No outsiders	The Family Book – Todd Parr	Red Rockets and Rainbow Jelly - Sue Heap and Nick Sharratt	You Choose - Nick Sharratt and Pippa Goodheart	Mummy, Mama and Me Daddy, Papa and Me	Blue Chameleon - Emily Gravett	Hello Hello - Brendan Wenzel						


Hartford Manor Primary School
Long Term Plan – Reception



<u>Communication and Language</u>	<u>Key Curricular Goals – what do we want children to achieve by the end of Reception?</u>		
	<ul style="list-style-type: none"> • Converse in back and forth exchange with friends and teachers • Express ideas with confidence and feeling • Ask a relevant question and make relevant comments in return 		
Curriculum coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	<p>Understand a question or instruction that has two – three parts.</p> <p>Understand ‘why’ questions and often respond appropriately.</p> <p>Know many rhymes and be able to talk about familiar stories with confidence.</p> <p>Speak in clear sentences using joined up words such as because, and.</p> <p>Be able to debate and express a point of view, using words and actions.</p> <p>Confidently start conversations with an adult or friends and continue it for many turns.</p> <p>Learn the visual signals which demonstrate ‘good listening’</p> <p>Know that when the bells ring everyone stops, wiggles fingers in the air and looks at the adult who is speaking</p> <p>Learn the morning routine – say good morning, days of the week song, calendar</p> <p>Begin to listen and respond to a partner during talk partner activities</p> <p>Listen for longer during daily story time</p>	<p>Listen and respond to a partner during talk partner activities</p> <p>Understand how to listen carefully</p> <p>Know why listening is important</p> <p>Learn new vocabulary</p> <p>Use full sentences after adult modelling</p> <p>Respond to questions asked during daily story time</p> <p>Ask questions to find out more and check what has been said to them</p> <p>Listen carefully to visitors</p> <p>Retell the poem Incy Wincy Spider</p> <p>Learn new vocabulary related to roles in society</p> <p>Retell the story Juniper Jupiter</p> <p>Describe events in greater detail.</p> <p>Begin to use past, present and future tense with modelling from adults</p> <p>Form longer sentences when speaking using and.</p> <p>Listen to others during whole class discussions.</p> <p>Use newly learned vocabulary taught through the core text</p>	<p>Listen attentively and respond to what we hear with relevant questions</p> <p>Comment on what is being said in during whole class discussions</p> <p>Listen and respond to what others say small group interactions.</p> <p>Make comments about what we have heard and ask questions to clarify understanding.</p> <p>Use full sentences when talking.</p> <p>Use past, present and future tenses.</p> <p>Learn new vocabulary related to life cycles</p> <p>Listen attentively and respond to what they hear in whole class small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify understanding.</p> <p>Engage in back-and-forth exchanges with their teacher and peers.</p> <p>Offering own ideas, using recently introduced vocabulary.</p> <p>Explain why things might happen, making use of recently introduced vocabulary.</p> <p>Use full sentences, including past, present and future tenses and making use of conjunctions.</p>
<u>Personal, Social and Emotional Development</u>	<u>Key Curricular Goals – what do we want children to achieve by the end of Reception?</u>		
	<ul style="list-style-type: none"> • Show empathy to others • Show resilience and determination • Understand own feelings and be able to increasingly manage emotions in a variety of situations 		
Curriculum coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	<p>Sustain longer focus at chosen and directed activities</p> <p>Begin to bounce back from challenges more quickly with support.</p> <p>Express their feelings</p> <p>Manage their own personal hygiene</p> <p>Be able to share and take turns with minimal adult intervention</p>	<p>See themselves as a valuable individual</p> <p>Be able to describe themselves positively</p> <p>Build constructive and respectful relationships</p> <p>Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in the face of a challenge</p>	<p>Show an understanding of our own feelings and those of others and begin to regulate our behaviour accordingly</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity</p>

Hartford Manor Primary School
Long Term Plan – Reception



	<p>Find solutions to conflicts and rivalries Remember rules without needing an adult to remind them (most of the time) Develop appropriate ways of being assertive Make healthy choices about food, drink, activity and tooth brushing Use 'Choose it, use it, put it away' during busy time</p>  <p>Learn the school rules 'Be kind, be safe, be ready' Begin to make new relationships with adults and peers Learn how to use the snack area, washing hands, tidying away Begin to talk about Zones of Regulation to talk about feelings</p>	<p>Identify and moderate their feelings socially and emotionally Think about the perspective of others Talk about how to keep healthy – eating a good diet and cleaning teeth Understand different emotions and name them (Zones of Regulation) Use language to describe emotions Recognise when they need time to calm down Listen to others when they are talking Begin to share and ask if they can have a turn Use kind words and kind hands when playing Talk about keeping themselves safe – NSPCC Pants</p>	<p>Show an ability to follow instructions involving several ideas or actions Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs Set and work towards simple goals, being able to wait for what they want. Try new activities and show independence, resilience and perseverance in the face of challenge. Know right from wrong and try to behave accordingly. Manage own basic hygiene and personal needs. Know why it is healthy to eat fruits and vegetables</p>			
<u>Religious Education</u>	Key Question What is a bible? How do Hindus celebrate Diwali?	Key Question Why do people perform nativity plays at Christmas? Why do people give and receive presents?	Key Question Why do Christians believe Jesus is special?	Key Question Why is Easter a sad and a happy time?	Key Question What happens in a church?	Key Question What do Christians believe about God?
<u>Physical Development</u>	Key Curricular Goals – what do we want children to achieve by the end of Reception?					
	<ul style="list-style-type: none"> ● Use cutlery with confidence ● Hold a pencil effectively and form all letters correctly ● Use scissors correctly 					
Curriculum coverage	<u>Autumn</u>	<u>Spring</u>			<u>Summer</u>	
Reception	<p>Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use core muscles strength to achieve a good posture when sitting at a table or on floor Continue to develop scissor use</p> <p>Be independent as they get dressed and undressed for example, put coats on and doing up zips. Use scissors in the correct grip and begin to make more than a snip. Hold a pencil in a dominant hand, using a comfortable grip to write some or all of their name. Know how to work together to carry large items such as planks of wood.</p>	<p>Roll from side to side Move an object from hand to hand Roll and commando crawl along the ground Jump forwards and backwards with 2 feet together Roll a ball to a partner Move in different ways using hands and feet Ride balance bikes Join in with Funky Fingers activities Use fine paintbrushes Draw themselves, adding detail Demonstrate strength, balance and coordination when using the large apparatus Move energetically when running, jumping and climbing.</p>	<p>Demonstrate strength, balance and coordination when using the large apparatus Move energetically when running, jumping and climbing. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. Draw themselves, adding details Learn to throw and hit a ball at a target. Begin to learn to play tennis. Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing.</p>			

Hartford Manor Primary School
Long Term Plan – Reception



		<p>Begin to hold a pencil effectively in preparation for fluent writing – using the tripod grip.</p> <p>Use a range of small tools, including hole punches, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p>
<u>Literacy</u>	<u>Key Curricular Goals – what do we want children to achieve by the end of Reception?</u>		
	<ul style="list-style-type: none"> • Retell a familiar story through role play • Read simple sentences and books containing level 2 & 3 sounds • Write simple sentences that can be read by others • Hear and give rhymes when listening to rhyming stories 		
Curriculum coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	<p>Begin to draw with increasing complexity, adding detail to pictures.</p> <p>Turn the pages of a book carefully</p> <p>Read and re-read a selection of books to engage in conversations</p> <p>Adapt stories using their imagination</p> <p>Confidently hear the initial sounds in words and orally blend CVC words</p> <p>Develop their comprehension by reading a selection of books, showing their understanding and learning new vocabulary</p> <p>Create a story map to help as a visual aid in retelling the story</p> <p>Change parts of the story to create a new one</p> <p>Change the recount into Our autumn walk.</p> <p>Read and form the letters s a t p i n m d g o c k -ck e u, r, h b f -ff, l -ll</p> <p>Read helpful words l, the, no, go, the, to, into, little, of, ten</p> <p>Learn to write their name</p>	<p>Learn, retell and invent the familiar nursery rhyme Incy Wincy Spider</p> <p>Learn and recall the story ‘Juniper Jupiter’</p> <p>Describe characters from the story</p> <p>Invent a story about their own special powers</p> <p>Learn how to write an informal letter</p> <p>Read and form the letters le, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, -dge, -ve, cks, -tch, nk, ai, ee</p> <p>Read helpful words he, she, we, me, be, was, you, my, why, sky, by, sister, too, look, again, they, all, are, her, when, off, six, seven, have</p> <p>Learn the Story of Pirate Tom and retell it using newly learned vocabulary.</p> <p>Draw and label a new version of Pirate Tom</p> <p>Learn about pirates using a range of non-fiction books</p> <p>Use the facts learned to write a non-chronological report.</p> <p>Write simple phrases and sentences.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with our phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p> <p>Read and form the letter for igh, oa, oo, -oo, ar, or,, ur, ow, er, -er, ue, ure, ture – Revision</p> <p>Read helpful words – my, why, sky, by, sister, too, look, again</p>
<u>Mathematics</u>	<u>Key Curricular Goals – what do we want children to achieve by the end of Reception?</u>		
	<ul style="list-style-type: none"> • Understand in depth numbers to 10 including number bonds to 10 • Recognise the pattern of the counting system • Compare quantities and amounts in different contexts 		
Curriculum coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	<p>Match, sort and compare objects and pictures</p> <p>Identify a set</p> <p>Sort objects to type</p>	<p>Introduce 0</p> <p>Find, subitise and represent 0-5</p> <p>l more, l less</p>	<p>Build numbers beyond 10 (10 -13)</p> <p>Verbal counting beyond 20</p> <p>Add more, how many did I add?</p>

Hartford Manor Primary School
Long Term Plan – Reception



	<p>Explore sorting techniques Create sorting rules Compare amounts, size, mass, capacity Explore simple patterns Copy and continue simple patterns Create simple patterns Subitise 1, 2, 3, 4 and 5 Represent 1, 2, 3, 4 and 5 Find 1 more and 1 less Composition of 1, 2, 3, 4 and 5 Identify and name circles and triangles Compare circles and triangles Find Shapes in the environment Describe position Identify and name shapes with 4 sides Combine shapes with 4 sides</p>	<p>Compare mass Explore and compare capacity Find, represent and compose 6, 7, and 8 Double to 8 – Find a double Explore and compare length and height Talk about time Order and sequence time Find and represent 9 and 10 Subitise numbers to 10 Learn bonds to 10 in 2 and 3 parts Learn and make doubles to 10 Learn odds and evens Recognise and name 3-D shapes Identify more complex patterns Copy and continue patterns Patterns in the environment</p>	<p>Take away, how many did I take away? Select shapes for a purpose and rotate and manipulate Find 2-D shapes within 3-D shapes Explore sharing and grouping Even and odd sharing Play with and build doubles Identify units of repeating patterns Create and explore own pattern rules Replicate and build scenes and constructions Visualise and describe different positions Explore mapping Represent maps with models Create own maps from familiar places and story situations</p>
<u>Understanding of the World</u>	<p>Key Curricular Goals – what do we want children to achieve by the end of Reception?</p> <ul style="list-style-type: none"> • Know their own family tree • Care for an animal and be able to explain animal lifecycles • Appreciate different religions and cultural communities in their local area and around the world • Complete features in our local area to those in another part of the world • Understand who to read a simple map • Know the seasons and key features of each season 		
Coverage	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	<p><u>Past and Present</u> Talk about my family and what we do together Know some similarities and differences between them now, and when they were a baby. Know how and why we celebrate Bonfire Night and who Guy Fawkes was. Learn about Remembrance Day and why people wear a poppy Listen to the story of the first moon landing in 1969 and talk about space travel today <u>People, Culture and Communities</u> Talk about my family, naming the people who are in it To know what a bible is Learn about the festival of Diwali and how people celebrate Learn about the Christmas Story and how Christians Celebrate Compare the two celebrations <u>The Natural World</u></p>	<p><u>Past and Present</u> Talk about my family and what we do together Learn about people from the past from stories - pirates Know how they lived and how that is different from today <u>People, Culture and Communities</u> How and why people celebrate Chinese New Year Learn about the role of a police officer, fire fighter, doctor, teacher and vicar Find out what jobs are done in church Find out what a vicar does To know what a map is and explore different types of maps To know our school is in Hartford Know that Britain is an island Compare life in Hartford to St Lucia (Caribbean) Learn about The Easter Story <u>The Natural World</u></p>	<p><u>Past and Present</u> Talk about my family and what we do together Know some similarities and differences between things in the past and now Use the class timeline to understand the past Talk about event and experiences – visits to Year 1 <u>People, Culture and Communities</u> Find out why some places are special to people and explain why Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. <u>The Natural World</u> Make observations and drawings of animals and plants such as tadpoles, caterpillars, chicks and daffodils. Know some similarities and differences between the school environment and Marshall’s Arm.</p>

Hartford Manor Primary School
Long Term Plan – Reception



	<p>Understand the changes that occur during the season of Autumn. Explore seeds, leaves and trees during an Autumn Walk Find out about animals habits in Autumn Name and sort animals which hibernate during Autumn Describe the night sky – name moon, star, shooting star Know that astronauts explore space</p>	<p>Talk about the changes we see in Winter Explore ice and find ways to melt it Observe caterpillars and discuss changes Know about the changes which happen in spring Observe the bulbs growing in the Outdoor area</p>	<p>Explore and sequence the life cycle of butterflies and frogs. Understand the changes that occur during spring Grow plants and make observations of plants as they grow Label the basic parts of a flower Understand the changes we will see in summer</p>
<u>Expressive Arts and Design</u>	<u>Key Curricular Goals – what do we want children to achieve by the end of Reception?</u>		
	<ul style="list-style-type: none"> • Add more detail to pieces of art work • Perform songs, stories, poems or rhyme to an audience • Express feelings in response to music or art • Name some famous artists and explore their art work • Be able to tap out a simple beat • Be able to change the sound of instruments 		
<u>Coverage</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Reception	<p>Use their voice to change pitch and speed Clap to the pulse of the music Make up simple songs/rhymes Create closed shapes with continuous lines and use shapes to represent objects Create their own song or improvise a song that they know. Sing the pitch of a tone sung by another person. Explore various painting techniques such as splatter painting, bubble painting, straw painting, printing etc. Continue to draw with increasing complexity and detail – observational drawings and self-portraits Draw around 2D shapes to add details to our models Learn songs for Christmas Celebration Assembly Make props for Christmas Celebration Assembly Use instruments to play in time to songs Perform songs to an audience</p>	<p>Join boxes together using tape Add details through cutting shapes and sticking them on Use den building materials to make hideouts Role play preparing the house for Chinese New Year Paint Chinese symbols Learn the nursery rhymes - Wind the Bobbin Up, Rock-a-bye baby, Five Little Monkeys, Twinkle Twinkle Little Star, Happy and you know it, Heads, shoulders, knees and toes, If you're happy and you know it Work collaboratively to build large scale models Role play using the language learned through stories Make props to support role play Sing and move to action songs - Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels On The Bus, The Hokey Cokey Learn to play the glockenspiels in time to the beat of the song.</p>	<p>Explore painting techniques using watercolours. Make observation drawings of plants and animals. Share their creations, explaining the process they have used. Learn to sing nursery rhymes and action songs: Big Bear Funk, The Alphabet Song, The Name Song, Hickory Dickory Dock Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform familiar songs from Charanga, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>