

Queensbridge Reception - Long Term Plan						
AOL	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Communication & Language	Use future and past tense. Answer 'why' questions. Use sentences joined up with words like 'and', 'because' and 'or'. Use sentences of 4-6 words. Understand how to listen carefully and why listening is important. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.	Engage in story times. Listen to and talk about stories to build familiarity and understanding. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Develop social phrases. Describe events in some detail. Connect one idea or action to another using a range of connectives.	Engage in non-fiction. Ask questions to find out more and to check what has been said to them.	Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Use new vocabulary in different contexts.
					Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.	
					Learn new vocabulary. Use new vocabulary through the day.	
Personal, Social and Emotional Development	Being in my world Generally, negotiate solutions to conflicts in their play. See themselves as a valuable individual.	Celebrating Difference Manage their own needs. Identify and moderate their own feelings socially and emotionally.	Dreams and Goals Show resilience and perseverance in the face of challenge.	Healthy Me Know and talk about the different factors that's support their overall health and wellbeing.	Relationships Think about the perspectives of others. Build constructive and respectful relationships.	Changing Me Express their feelings and consider the feelings of others.
Physical development	Use one-handed tools and equipment. Use a comfortable grip with good control when holding pens and pencils. Use large-muscle movements to wave flags and streamers, paint and make marks. Revise and refine the fundamental movement skills they have already acquired: rolling, walking, crawling, jumping, running, hopping, skipping, climbing.	Further develop skills needed to manage the school day successfully. Use their core muscle strength to achieve a good posture when sitting at the table or on the floor.	Develop small motor skills so they can use a range of tools competently, safely and confidently. Progress towards a more fluent style of moving, with developing control and grace.	Combine different movements with ease and fluency. Confidently and safely us a range of large and small apparatus indoors and outdoors, alone and in groups.	Further develop and refine and range of ball skills. Develop confidence, competence, precision and accuracy when engaging in activities which involve a ball.	Develop the foundations of a handwriting style that is fast, accurate and efficient. Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with PE sessions.
Literacy	Develop their phonological awareness so that they can: -spot and suggest rhymes, -count or clap syllables in a word, -recognise words with the same initial sounds. Write some or all of their name.	Read individual letters by saying the sound. Read a few common exception words matched to school's phonic programme.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Spell words by segmenting into sounds then writing the sounds with letter/s.	Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences using their phonic knowledge.	Re-read decodable books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences using their phonics knowledge, including capital letter and full stop.	Form lower case and capital letters correctly. Read what they have written to check it makes sense
Mathematics	Say one number for each item in order. Show finger numbers up to 5. Know that the last number reached when counting tells you how many there are (cardinal principle). Link numerals and amounts. Count objects, actions and sounds. Link the numeral with its cardinal number value. Compare numbers to 5.	Select, rotate and manipulate shapes to develop spatial reasoning skills. Explore composition of numbers to 5. Understand the 'one more than'/'one less than' relationship between consecutive numbers. Automatically recall number bonds for numbers 0-5. Subitise.	Explore the composition of numbers to 10. Compare numbers to 10. Compare length, weight and height.	Automatically recall number bonds for numbers 0-5 and some to 10. Continue, copy and create repeating patterns.	Count on and count back. Count beyond 10. Numerical patterns.	Compose and decompose shapes. Compare volume and capacity. Sorting Time
Understanding of the World	Use all their senses in hands on exploration of natural materials. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Continue developing positive attitudes about the differences between people. Talk about what they see, using a	Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.	Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them: changing states of water	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.	Explore the natural world around them, for example: light travelling through transparent material, an object casting a shadow, a magnet attracting an object, growing plants and life cycles	Draw information from a simple map. Recognise some environments that are different to the one in which they live. Explore the natural world around them: floating on water

	<i>wide vocabulary.</i> Talk about members of their immediate family and community. Name and describe people who are familiar to them.					
	Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.					
Expressive Arts and Design	<i>Take part in simple pretend play, using an object to represent something else even though they are not similar.</i> <i>Play instruments with increasing control to express their feelings and ideas.</i> <i>Sing the melodic shape of familiar songs.</i> <i>Explore different materials freely, to develop their ideas about how to use them and what to make.</i> <i>Join different materials and explore different textures.</i> Develop storylines in their play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	Watch and talk about dance and performance art, expressing their feelings and responses. Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them.			Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses.	
Experiences, trips, visitors etc	Welcome meeting Halloween activity day Local walk Jigsaw Jenie's 5 th Birthday Perform The Three Little Pigs	Guy Fawkes Competition Poppy craft morning Phonics showcase Walk to visit mosque and church	Maths showcase Perform The Gingerbread Man Chinese New Year	Walk to the library Computing workshop Mother's Day Afternoon Tea Oral Health Assembly for parents Science Day	Walk to Moses Gate country park – Spring walk Perform Jack and the Beanstalk	Farm trip/Science trip Father's Fun Day Summer walk – picnic in the park
Suggested Texts	You Choose Three Little Pigs So Much The Paper Dolls Funny Bones The Colour Monster	Golden Domes and Silver Lanterns In my Mosque The Best Diwali Ever Pumpkin Soup Tidy Leaf	Ginger Bread Man Lost and Found All Aboard the Bobo Road The Magic Paintbrush I'm Sorry	Dogger Peepo The 'Alfie' Stories by Shirley Hughes	Tree Jack and the Beanstalk Tadpole's Promise Six Little Chicks The Hungry Caterpillar	Sally and the Limpet What the Ladybird Heard The Stone Bird
Home Learning	Talk about the school day. Talk about different families and people in the community. Take part in craft activities and play at the park to build gross and fine motor strength	Go on an Autumn walk, observe the leaves. Leaf rubbings. Talk about how we are all different but all people.	Go on a winter walk, observe the ice/snow and cold weather. Discuss what we need to wear in the winter and why. See what happens to ice, turn water into ice.	Look back at old family photos. Talk about how people have changed as they have grown. Talk about what things were like when parents/grandparents were young	Spring walk, looking for new life. Plant seeds and observe them growing.	Summer walk, discuss the clothes we wear in the summer and why. Visit the seaside and play at the beach. Visit the farm.