

## Long Term Plan - Reception

Autumn Term		Spring Term		Summer Term	
<b>Autumn 1</b> Identity and diversity	<b>Autumn 2</b> Globalisation and interdependence	<b>Spring 1</b> Globalisation and interdependence	<b>Spring 2</b> Sustainable development	<b>Summer 1</b> Social justice and Equity Peace and Conflict	<b>Summer 2</b> Identity and diversity
<b>Big Question:</b> How do I feel, who am I and where do I fit in?		<b>Big Question:</b> Where do I live? How do we travel to different places now and how did people travel in the past?		<b>Big Question:</b> How do our choices affect others? What are the consequences of our choices?	
<b>Big Question:</b> How do I celebrate things that are important to me? How do others celebrate things that are important to them?		<b>Big Question:</b> How can I look after my world and the living things in it?		<b>Big Question:</b> How do our differences make us special?	
<b>Core text:</b> 		<b>Core text:</b> 		<b>Core text:</b> Traditional Tales 	
<b>Core text:</b> 		<b>Core text:</b> 		<b>Core text:</b> 	
<b>Overview:</b> This half term we will be exploring our own identity through thinking about ourselves, who we are and how we are the same and how we are		<b>Overview:</b> This half term we will be exploring globalisation and interdependence through thinking about transport and how we connect with other parts		<b>Overview:</b> This half term we will be exploring social justice, peace and conflict through role playing a range of scenarios and	
<b>Overview:</b> This half term we will be exploring interdependence through looking at how we celebrate things that are important to us and		<b>Overview:</b> This half term we will be exploring sustainable development by looking at living things and what their needs are to grow and thrive . We will learn		<b>Overview:</b> This half term we will be exploring diversity through looking at people who are different. After reading the book, Splash, we will have	

<p>different to our peers. We will be looking at our families and where we fit with our siblings. We will also look at our wider family such as grandparents and our relationships with them. After reading the books, Paper dolls and Owl Babies, we will explore our own sense of self and will begin to understand our own uniqueness as well as developing a sense of self worth. We will be developing a sense of what is fair and unfair and begin to understand the importance of caring and sharing for one another. We will show this in our interactions with each other. We will also begin to develop our sense of belonging within our school community.</p>	<p>our families. We will also look at how others celebrate things that are important to them including those in the wider world. After reading the book, The Scarecrows Wedding, we will discuss different ceremonies and celebrations in our life and in a range of cultures and backgrounds. We will develop a sense of the importance of celebration and how others will be celebrating the same or similar traditions across the world. We will make these links through exploring the different foods shared at different celebrations and their significance. We will be able to talk about how celebrating things together gives us a sense of belonging.</p>	<p>of the world through travel. We will also be thinking about how we can travel in a more environmentally friendly way and in particular thinking about our journey to school. After reading the book The Naughty Bus and Rosie's walk, we will understand how to give and follow simple directions. We will explain a journey to others.</p>	<p>about the basic needs for all human life and that we can make changes to make this fairer for everyone in the world. We will be learning to take care of our immediate environment by growing plants in our outdoor classroom and observing what happens to them. After reading the book, 10 things I can do to help my World, we will reflect on what we can do in our classroom, school and homes to change things for the future. We will begin to understand how everyone can do things to improve the surroundings and support others. After reading the book, My very own dog we will begin to understand the basic needs for all living things and how to care for them.</p>	<p>deciding how we can solve the problems. After reading the book, a selection of Traditional Tales, we will discuss how our own actions have consequences and that we need to think carefully about them. We will begin to develop our ability to show empathy for others. We will reflect on the stories and discuss some ways the characters could have avoided conflict and resolved their problems and we will start to show some of this in the way we respond to one another. We will recognise, name and deal with feelings in a positive way and we will notice some effects of our own actions on others. We will do this by identifying how people are feeling (eg. happy, sad, worried)</p>	<p>challenged our perceptions of what certain countries look like. We will show that we have a positive attitude towards difference and diversity. After reading the books, 'Along came a different and Horray for Fish we will begin to value the uniqueness of every person. We will begin to recognise the similarities and differences between ourselves and others and have a positive attitude towards this. We will show this by being inclusive and be willing to listen to the ideas of others. We will demonstrate that we are able to play fairly and inclusively with others.</p>
<p><b>Writing outcomes linked to core texts:</b> Writing simple lists and labels</p> <p><u>Phonics and spelling:</u> Learning how to write the sounds we have learnt. Identify and write initial sounds in words. Identify and write the last sounds in words. <u>Sentence building:</u></p>	<p><b>Writing outcomes linked to core texts:</b> Speech bubbles and captions. Developing lists and labels to more than one word. Writing a class poem <u>Phonics and spelling:</u> Learning to hear and write the first sound in word.</p>	<p><b>Writing outcomes linked to core texts:</b> Story map and sequencing. Creating a class book.</p> <p><u>Phonics and spelling:</u> Learning to write a 3 sound word. Blending and sounding out words. Learning to write our name correctly with a</p>	<p><b>Writing outcomes linked to core texts:</b> Labels and captions for re-cycling display. Non fiction book about how to look after a dog. Short descriptive writing.</p> <p><u>Phonics and spelling:</u> Segmenting and spelling CVC words. Learning to write a 3 sound word.</p>	<p><b>Writing outcomes linked to core texts:</b> Story mapping for planning a story Writing a story using character and setting.</p> <p><u>Phonics and spelling:</u> Learning to write high frequency words Segmenting and spelling CVCC and CCVC words.</p>	<p><b>Writing outcomes linked to core texts:</b> Non fiction - Writing about fish and sharks. Planning and writing a story with character, setting, problem and solution. Writing a class poem <u>Phonics and spelling:</u> Learning to write high frequency words</p>

<p>Verbalise their own sentences. Speak in a full sentence. Attaching a meaning to their mark-making and explaining this.</p> <p>Learning to hold a pencil with a tripod grip. Learning how to write our names the correct way.</p>	<p>Learning to write a 3 sound word. Begin to blend and sound out words.</p> <p><u>Sentence building:</u> Labels and captions</p>	<p>capital at the start and lowercase letters Red and high frequency words</p> <p><u>Sentence building:</u> Begin to hear a sentence and hold a sentence</p>	<p>Blending and sounding out words.</p> <p><u>Sentence building:</u> Begin to hold a sentence. Using word spaces. Begin to punctuate a sentence with a capital letter and full stop</p>	<p>Learning to sound out unknown words</p> <p><u>Sentence building:</u> Writing a simple sentence which has word spaces, that others can read Begin to punctuate a sentence with a capital letter and full stop</p>	<p>Segmenting and spelling CVCC and CCVC words. Learning to sound out unknown words</p> <p><u>Sentence building:</u> Writing a simple sentence which has word spaces, that others can read Begin to punctuate a sentence with a capital letter and full stop</p>
<p><b>Diversity, Community, Global project outcome:</b></p> <p><i>Settling into the new school environment class and school rules and becoming part of our new community at St Stephen's School.</i></p>	<p><b>Diversity, Community, Global project outcome:</b></p> <p><i>Performing our Christmas celebration and Nativity performance. (TBC the format for this year) while exploring the importance of this celebration to our local school community.</i></p>	<p><b>Diversity, Community, Global project outcome:</b></p> <p><i>To carry out a survey of the different transport that they use to some to school. Create a poster to encourage other children to come by a 'greener form of transport such as walk, bike or scoot.</i></p>	<p><b>Diversity, Community, Global project outcome:</b></p> <p>Making an animal puppet out of re-cycled materials (sock puppet) to understand how we can use things that we already have to make something new rather than throw it away and add to landfill (Read 'Dinosaurs and all that rubbish')</p>	<p><b>Diversity, Community, Global project outcome:</b></p> <p><i>To be confirmed in conjunction with visit from - School link police officer?</i></p>	<p><b>Diversity, Community, Global project outcome:</b></p> <p><i>To be confirmed based on learning throughout the year/restrictions and measures that are in place.</i></p>
<p><b>Other Curriculum areas:</b></p> <p><b>RE:</b> Creation- Who made this wonderful world?</p> <p><b>Knowledge and Understanding of the world</b> What are the different parts of my body and what we use them for?</p> <p>Where do I fit into my family?</p>	<p><b>Other Curriculum areas:</b></p> <p><b>RE:</b>Incarnation- Why is Christmas special for Christians?</p> <p><b>Knowledge and Understanding of the world</b> How do the seasons change?</p> <p>What are the signs of Autumn?</p>	<p><b>Other Curriculum areas:</b></p> <p><b>RE:</b>Incarnation- Why do Christians believe Jesus is special?</p> <p><b>Knowledge and Understanding of the world</b> What do we do to make things move?</p> <p>How has transport changed over the years?</p>	<p><b>Other Curriculum areas:</b></p> <p><b>RE:</b>Salvation- What is so special about Easter?</p> <p><b>Knowledge and Understanding of the world</b> How can we recycle?</p> <p>What impact do we have on our planet?</p>	<p><b>Other Curriculum areas:</b></p> <p><b>RE:</b>Creation- Who cares for this special world and why?</p> <p><b>Knowledge and Understanding of the world</b> What are the best shapes to make a strong and stable bridge?</p>	<p><b>Other Curriculum areas:</b></p> <p><b>Maths: money</b> <b>RE:</b>Salvation- How did Jesus rescue people?</p> <p><b>Knowledge and Understanding of the world</b> What are the similarities and differences between Africa and the UK?</p> <p>How do we identify sea creatures?</p>

<p>What has happened in my life that is important to me?</p> <p>Where do I live?</p> <p>How can I use computers to record my own voice?</p> <p>How can I use computers to take a photograph of myself?</p> <p>What does nocturnal mean?</p> <p>Which animals are nocturnal?</p> <p><b>PSED</b></p> <p>Which adults will keep us safe?</p> <p>How do I stay clean?</p> <p>How am I feeling today?</p> <p>Can I get dressed and undressed with support?</p>	<p>How do different materials change when we do different things to them?</p> <p>Who was Guy Fakes and how do we remember him?</p> <p>Why do we wear poppies on Remembrance day?</p> <p><b>PSED</b></p> <p>How am I feeling today?</p> <p>Who are my new friends?</p> <p>How do I stay safe when I'm in a large group?</p> <p>Can I use a knife and fork?</p> <p>Can I get dressed and undressed with support?</p>	<p>How do I travel to school?</p> <p>What is my route to school?</p> <p>How can I program a Beebot to move from one location to another?</p> <p>How can I use computers to take a photograph of something?</p> <p>Can I build a vehicle that moves</p> <p><b>PSED</b></p> <p>How am I feeling today?</p> <p>Who are my new friends?</p> <p>Can I take turns?</p> <p>Can I get dressed and undressed with a little support?</p>	<p>How do I take care of living things?</p> <p>What is a lifecycle?</p> <p>What are the signs of spring?</p> <p>Making a sock puppet - What is the best way to fit materials together.</p> <p><b>PSED</b></p> <p>How am I feeling today?</p> <p>Who are my new friends?</p> <p>How do I negotiate?</p> <p>Can I get dressed and undressed with a little support?</p> <p>What does a healthy diet look like?</p>	<p>Which materials are best for building?</p> <p><b>PSED</b></p> <p>How am I feeling today?</p> <p>How do we identify right and wrong?</p> <p>What is acceptable behaviour?</p> <p>Can I get dressed and undressed independently?</p>	<p>What are the properties of water?</p> <p>Which materials float?</p> <p>Were pirates real?</p> <p><b>PSED</b></p> <p>How am I feeling today?</p> <p>How do we celebrate diversity?</p> <p>What are the consequences of unacceptable behaviour?</p> <p>Can I get dressed and undressed independently?</p>
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