



Valley Primary School

GROWING AND LEARNING TOGETHER TO BE THE BEST WE CAN BE!

ASPIRE...ENJOY...ACHIEVE...CHALLENGE!

Long Term Plan Year Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Valley Values	Responsibility Can I dress myself?	Collaboration Can I learn & play nicely with others?	Respect Can I look after the things I use?	Honesty Can I tell my teacher if I do the wrong thing?	Kindness Can I be a good friend?	Courage Can I lead games for my friends?
Valley Life skills	Mental health management skills Can I say what I am good at?	Physical health management skills Can I pick up my rubbish and put it in the bin?	Time management skills Do I know who to ask for help if I am stuck on a task?	Decision making skills Do I know how to make a decision?	Home management skills Can I tidy my room?	Interpersonal skills Can I be a good friend?
PSED	Jigsaw Unit – Being Me in the World. Understand how it feels to belong and that we are similar and different. Start to recognise and manage feelings. Enjoy working with others to make school a good place to be. Understand why it is good to be	Jigsaw Unit – Celebrating Difference Identify something I am good at and understand everyone is good at different things. Understand that being different makes us special. Know that we are all different but the same in some ways. Say why I think my home is special to me.	Jigsaw Unit – Dreams and Goals Understand that if I persevere I can tackle challenges. Talk about a time when I didn't give up. Set a goal and work towards it. Use kind words to encourage people. Understand the	Jigsaw Unit – Healthy Me Understand that I need to exercise to keep healthy and how moving and resting are good for my body. Know which foods are healthy and not so healthy. Know how to help myself to go to sleep and understand why sleep is good for me. Wash my hands	Jigsaw Unit – Relationships Identify some of the jobs I do in my family. Know how to make friends. Think of ways to solve problems and stay friends. Start to understand the impact of unkind words. Use Calm Me to manage my feelings.	Jigsaw Unit – Changing Me Name parts of the body. Talk about things to do and foods to eat to be healthy. Understand that we grow from babies to adults. Express feelings about moving to Year 1. Talk about worries and/or things I am looking forward to in Year 1. Share memories of

	<p>kind and use gentle hands. Start to understand children's rights. Learn what being responsible means.</p>	<p>Say how to be a kind friend.</p>	<p>link between what I learn now and the job I might do when I'm older. Say how I feel when I achieve a goal and know what it means to feel proud.</p>	<p>thoroughly and understand why this is important. Understand what a stranger is and how to keep safe.</p>	<p>Know how to be a good friend.</p>	<p>Reception.</p>
CL	<p>Begin whole class carpet sessions that include listening to stories and learning new vocabulary (including words and phrases not used at home - 'line up', 'partner', 'phonics' etc) to use through the day by adults and children.</p>	<p>Extend vocabulary and use in different contexts. Link statements & stick to main theme & intention. Answer 'when' questions. Follows a two part instruction.</p>	<p>Listen to and talk about selected non-fiction texts to develop a deep familiarity with new knowledge and vocabulary. Ask questions to find out more and to check understanding.</p>	<p>Use talk to help work out problems and organise thinking and activities. Explain how things work and why they might happen. Answer 'how' and 'why' questions. Ask what new words mean.</p>	<p>Articulate ideas and thoughts in well-formed sentences. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future. Express a point of view and debate when they disagree.</p>	<p>Extend sentences using conjunctions such as 'or', 'because'</p>

<p>PD</p>	<p>Fundamentals Unit 2</p> <p>Explore the outdoor area using the space safely negotiating obstacles</p>	<p>Introduction to PE Unit 2</p> <p>Agility: Reaction/ Response</p> <p>Use paintbrushes appropriately.</p> <p>Develop skills to use a pencil to create outlines for a drawing.</p>	<p>Dance Unit 2</p> <p>Move energetically through different dance styles</p> <p>Perform rhymes and dances</p> <p>Create a monster dance</p> <p>Uses scissors appropriately.</p>	<p>Gymnastics Unit 2</p> <p>Use cutlery appropriately</p> <p>Hold a pencil in a tripod grip and use it to write some recognisable letters and to add some detail to drawings.</p>	<p>Ball Skills Unit 2</p> <p>Preparation for Sports Day, practise races, throwing and running in straight lines.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Add finer details to drawings of mini beasts.</p>	<p>Games Unit 2</p> <p>Creating own obstacles and moving in a variety of ways when using the outdoor space.</p>
-----------	---	--	---	---	---	---

<p>Literacy Development</p>	<p>Introduce whole class phonics. Read Write Inc set 1 sounds. Hear & say initial sounds in words. Give meaning to marks as they draw, write and paint.</p> <p>Write own name to label pictures.</p>	<p>Introduce phonic groups. Orally blend sounds in words. Segmenting and blending sounds in simple words. Introduce Red words. Enjoy an increasing range of books. Use vocabulary from books. Begin to use letter shapes in their writing.</p>	<p>Read Write Inc ditties. Reading words in sequence.</p> <p>Write name, labels & captions with spaces between words.</p>	<p>Read Write Inc Red ditties. Attempt to write short sentences in meaningful contexts. Use phonic knowledge to decode.</p> <p>Write words which match spoken sounds.</p>	<p>Read Write Inc set 2 sounds. Demonstrate understanding when talking about what they have read.</p> <p>Write simple sentences that end with a full stop.</p>	<p>Read words that include set 2 sounds.</p> <p>Write simple sentences which can be read by themselves and others.</p> <p>Demonstrate understanding when talking about what they have read.</p>
<p>Maths Development</p>	<p>Subitise (recognise quantities without counting) up to 3 Have a deep understanding of number to 3 including the composition of each number Sort objects by a set criteria and guess the sorting rules Explore patterns, including verbal and physical. Spot the mistakes in a pattern</p>	<p>Automatically recall number bonds to 3</p> <p>Compare quantities up to 5 in different contexts, recognising when one quantity is greater than, less than or the same.</p> <p>Name 2D and 3D shapes</p>	<p>Subitise (recognise quantities without counting) up to 5 Automatically recall number bonds to 5 Have a deep understanding of number to 5 including the composition of each number Compare two objects saying which is heavier or lighter.</p>	<p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same.</p> <p>Verbally count beyond 10 and then 20.</p> <p>Use language of full, empty, half full, nearly full, nearly empty appropriately.</p>	<p>Have a deep understanding of number to 10 including the composition of each number Automatically recall number bonds to 10</p> <p>Compare two objects saying with is longer, shorter, taller</p>	<p>Automatically recall number bonds within 10 including doubles.</p> <p>Understand how objects can be shared equally.</p> <p>Recognise odd and even numbers within 10.</p>

<p>UW</p>	<p>Theme: Special People and Autumn Topic: All about me RE Key Question: What makes people special? Religions: Christianity, Judaism</p> <p>Name and describe people who are familiar to them.</p> <p>Discussions based around family members and the jobs they do.</p> <p>Become familiar with the layout of the school and draw information from a simple map.</p> <p>Make observations linked to Autumn.</p>	<p>Theme: Winter and Christmas Topic: Then and Now Concept: Incarnation RE Key Question: What is Christmas? Religion: Christianity</p> <p>Research Bonfire Night, Remembrance Sunday and Christmas.</p> <p>Research old toys compared with new toys looking at similarities and differences.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Night and Day.</p>	<p>Theme: Winter and Celebrations Topic: Monsters RE Key Question: How do people celebrate? Religion: Hinduism</p> <p>Make observations linked to Winter and compare seasonal changes.</p> <p>Use technology to aid the research.</p>	<p>Theme: Spring and Easter Topic: Our Garden (growing) Concept: Salvation RE Key Question: What is Easter? Religion: Christianity</p> <p>Make observations linked to Spring.</p> <p>Make observations and draw pictures linked to plants.</p> <p>Grow plants from seeds and bulbs.</p>	<p>Theme: Spring and Stories Topic: Our Garden (minibeasts) RE Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism</p> <p>Make observations and draw pictures of caterpillars changing into butterflies and stick insects.</p>	<p>Theme: Summer and Special Places Topic: Safari Adventure RE Key Question: What makes places special? Religions: Christianity, Islam, Judaism</p> <p>Make observations linked to Summer.</p> <p>Talk about similarities & differences between different countries. Draw information from a simple map.</p> <p>Compare environments.</p>
-----------	--	--	--	--	---	---

<p>EAD</p>	<p>Music Charanga – Our World – Nursery Rhymes and Action Songs.</p> <p>Become familiar with role play and how to use props in their play.</p>	<p>Music Charanga - Our World – Nursery Rhymes and Action Songs.</p> <p>Use available resources to recount narratives and stories.</p>	<p>Music Charanga – Big Bear Funk – Funk music.</p> <p>Perform songs and try to move in time with music.</p>	<p>Music Charanga – Big Bear Funk – Funk music.</p> <p>Use available resources to adapt narratives and stories.</p>	<p>Music Charanga – Reflect, Rewind and Replay. Revisiting all units of work learnt in EYFS alongside History of Music and beginnings of the Language of Music.</p> <p>Use available resources to invent narratives and stories.</p> <p>Designing own pieces using known techniques</p>	<p>Music Charanga – Reflect, Rewind and Replay. Revisiting all units of work learnt in EYFS alongside History of Music and beginnings of the Language of Music.</p> <p>Use available resources to invent narratives and stories.</p> <p>Designing own pieces using known techniques</p>
------------	--	--	--	---	---	---