



CORBY PRIMARY ACADEMY

Reception – Long Term Plan

Reception	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Tell Me a Story	Let's Celebrate	To Infinity and Beyond	A Long Time Ago	In the Garden	The Sea
PD	<ul style="list-style-type: none"> Gross motor – ball skills Gross motor - movement Basic hygiene Spatial awareness Senses Fine motor – mark making 	<ul style="list-style-type: none"> Fine motor – pencil grip Getting dressed Danger/ safety Fine motor - Manipulation of tools – covered in EAD Balance Kinetic letters – letter formation by family 	<ul style="list-style-type: none"> Senses Getting dressed Danger/safety PE – an introduction to PE – Get Set scheme 	<ul style="list-style-type: none"> Spatial awareness Healthy eating Fine motor – accuracy and care Get Set for PE - Fundamentals 	<ul style="list-style-type: none"> Manipulation of tools Fine motor – pencil grip Basic hygiene Healthy eating senses Get Set for PE – Dance Get set for PE - games 	<ul style="list-style-type: none"> Fine motor – pencil tripod grip Fine motor – small tools Get set for PE – ball skills Get set for PE - gymnastics
Lit	<ul style="list-style-type: none"> Kinetic letters: animal positions/ basic moves Fantastic Foundations – introduce the lenses Fiction – traditional tales Characters Comprehension – retelling stories 	<ul style="list-style-type: none"> Poetry – Night Before Christmas information Events events Recall a story Cultural stories from festivals 	<ul style="list-style-type: none"> Vocabulary – adjectives Predictions Story sequencing Events Facts 	<ul style="list-style-type: none"> Vocabulary – technical vocab Writing – labels and captions Facts Information 	<ul style="list-style-type: none"> Comprehension – answer simple questions Writing – short phrases Linked facts Riddles and clues 	<ul style="list-style-type: none"> Writing – phrases and sentences Comprehension – anticipate key events Predictions Information and facts retelling
Phonics (Little Wandle)	See Little Wandle planning					
Maths (Maths Mastery Programme)	<ul style="list-style-type: none"> Subitising within 3 Focus on counting skills. Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds 	<ul style="list-style-type: none"> Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' 	<ul style="list-style-type: none"> Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as '5 and a bit' 	<ul style="list-style-type: none"> Focus on the 'staircase' pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts 	<ul style="list-style-type: none"> Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – '5 and a bit' Composition - of 10 Comparison – linked to ordinality Play track games 	<ul style="list-style-type: none"> Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting



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	<ul style="list-style-type: none"> Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than 	<ul style="list-style-type: none"> Focus on the composition of 3, 4 and 5 Practice object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 	<ul style="list-style-type: none"> Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal 	<ul style="list-style-type: none"> Sorting numbers according to attributes - odd and even numbers 		
UW	<ul style="list-style-type: none"> Comparison Familiar people Immediate environment <p>RE – Ourselves and our family</p>	<ul style="list-style-type: none"> Communities Traditions Familiar people Comparison – different cultures/ different religions The past <p>RE – What happens at a festival?</p>	<ul style="list-style-type: none"> Comparison – life in a different country (Russia) Careers Changes Understanding the past The universe <p>RE – Where do we belong?</p>	<ul style="list-style-type: none"> Natural world Comparison Contrasting environments Understanding the past <p>RE – What happens at a Festival? - Easter</p>	<ul style="list-style-type: none"> Natural world Exploration and recording Processes and changes Comparison <p>RE – Special books</p>	<ul style="list-style-type: none"> People – linked to the sea Comparison - past and now Contrasting environments Comparison – life in UK and other countries <p>RE – special books</p>
EAD (Elements from Kapow)	<ul style="list-style-type: none"> Art – Mark making Exploring different media Role play Retelling stories 	<ul style="list-style-type: none"> Drama and role play Singing Performance Cultural art Cutting and scissor skills 	<ul style="list-style-type: none"> Singing Art – Paint DT – junk modelling Van Gogh junk modelling 	<ul style="list-style-type: none"> Art – Sculpture and 3D: Creation Station – clay focus using small tools Percussion dynamics singing 	<ul style="list-style-type: none"> Art – craft and design Cutting Folding Tissue paper collage dance – linked to PE 	<ul style="list-style-type: none"> Drama – inventing stories DT – Structures: Boats Illustration – Hooray for Fish Props Singing - Sea shanties
Careers	Authors Illustrators Story tellers	religious figures party planners entertainers actors	Astronaut Astronomer Scientist Mathematician	historian archaeologist palaeontologist	tennis player botanist entomologist scientist	sailor lighthouse keeper marine biologist

Reception Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Tell Me a Story <i>Retelling stories</i> <i>characters and events</i> <i>Bears</i>	Let's Celebrate <i>Bonfire Night</i> <i>Diwali</i> <i>Eid</i> <i>Hanukkah</i> <i>Christmas</i>	To Infinity and Beyond	A Long, Long Time Ago <i>Dinosaurs</i> <i>Mary Anning</i> <i>How do we know about the past?</i> <i>Comparing their childhood with the past.</i>	In the Garden <i>Minibeasts</i> <i>planting sunflowers and growing</i> <i>Gardening</i> <i>Garden animals</i>	The Sea <i>The seaside</i> <i>Pirates</i> <i>Under the Sea</i>
Possible texts	Bear Hunt Gingerbread man	Rama and Sita The Gunpowder Plot	Look Up! How to catch a star	Dinosaur stories	Grandpa's Garden	Hooray for Fish! The Rainbow Fish.



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	3 Little Pigs The Three Billy Goats Gruff	The Nativity Additional Non-fiction texts	Alien loves underpants	Non-fiction dinosaur books	The Very Hungry Caterpillar (joint project)	A New Home for a Pirate. Plunge into the Pirate Pool. Lucy and Tom at the Seaside.
Enhancements		Nativity Celebrating each festival Visitors who celebrate	Space workshop or visit	Visit from Paleontologist	growing sunflowers hatching caterpillars Rutland water/ Bugtopia visit (joint with nursery)	water based experiments visit from ice-cream truck?



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Vision for EYFS:

EYFS is about developing a love of and engagement with learning and creating an implicit motivation to grow and develop. It has the power to provide equal opportunities for all children to develop holistically. Learning in the early years has a direct impact on children's futures and it has an important role to play in preparing children for their future educational career, but it is also the first opportunity for children to experience school and great care should be taken to ensure that they receive the best possible early education. Our youngest children should be excited about learning within their first few years at school where they can grow in both skills and knowledge, supported by creativity, discovery, exploration, and play.

PSED domains of knowledge (ongoing throughout EYFS):

- Friendships
- Turn-taking
- Sharing
- Rules
- Feelings
- Self-regulation
- Teamwork
- Needs
- confidence

CL domains of knowledge (ongoing throughout EYFS):

- conversation
- stories
- questioning
- instructions
- choices
- jokes
- self-expression
- vocabulary
- listening and attention
- (Reception only) debate/ discussion



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Reception				
Term: Autumn 1			Topic: Tell me a story	
Domains of knowledge:			Value: responsibility	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Gross motor – ball skills Gross motor - movement Basic hygiene Spatial awareness Senses Fine motor – mark making 	<ul style="list-style-type: none"> Kinetic letters: animal positions/ basic moves Fantastic Foundations – introduce the lenses Fiction – traditional tales Characters Comprehension – retelling stories 	<ul style="list-style-type: none"> Counting 1:1 correspondence Subitising Composition Comparison 	<ul style="list-style-type: none"> Comparison Familiar people Immediate environment 	<ul style="list-style-type: none"> Art – Mark making Exploring different media Role play Retelling stories
Development matters/ end points:			Flight path: RE	
<ul style="list-style-type: none"> To be able to control a large ball in a range of ways To travel around the setting safely, negotiating space To manage their own basic hygiene needs, especially hand washing To explore making marks in a range of situations 	<ul style="list-style-type: none"> To begin to explore books with an adult. To retell a familiar story To recall some traditional tales. To use props and puppets to retell a story To know that letters make a sound To know that words are made up of sounds To create a simple story map for a familiar story to begin to write the initial phoneme for an image. 	<ul style="list-style-type: none"> Subitising within 3 Focus on counting skills. Explore how all numbers are made of 1s Focus on composition of 3 and 4 Subitise objects and sounds Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than 	<ul style="list-style-type: none"> To know some similarities and differences between themselves and their friends. RE unit – Ourselves and our Family – Where do we belong? To know what happens at school and who the people who help us in school are. 	<ul style="list-style-type: none"> To retell familiar stories To engage in role play activities in their own play. To explore making marks with different media. – chalk, felt tips, crayons, pencils To explore colour and make colour choices. To explore the self-portraits of Frieda Kahlo To create a simple observational drawing. To use colour to create a self-portrait.



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Term: Reception Autumn 2			Topic: Let's Celebrate!	
Domains of knowledge:			Value: respect	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Fine motor – pencil grip Getting dressed Danger/ safety Fine motor - Manipulation of tools – covered in EAD Balance Kinetic letters – letter formation by family 	<ul style="list-style-type: none"> Poetry – Night Before Christmas information Events events Recall a story Cultural stories from festivals 	<ul style="list-style-type: none"> Counting Comparison Whole/ part numerals 	<ul style="list-style-type: none"> Communities Traditions Familiar people Comparison – different cultures/ different religions The past 	<ul style="list-style-type: none"> Drama and role play Singing Performance Cultural art Cutting and scissor skills
Development matters/ end points:			Flight path: RD	
<ul style="list-style-type: none"> To begin to form letters following kinetic letters To know the firework safety code To know how to balance on a range of wide objects. 	<ul style="list-style-type: none"> To know how to write their first names To begin to write CVC words To recall the main events in a story/ recount To know that non-fiction sources/ books give us information To explore a poem linked to a festival 	<ul style="list-style-type: none"> Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number Explore the concept of 'whole' and 'part' Focus on the composition of 3, 4 and 5 Practice object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 	<ul style="list-style-type: none"> To know what a festival is and explore how some are celebrated To know the similarities and differences between Christmas traditions Nativity Story To know about the Hindu religion and the celebration of Diwali To know about the past when exploring Bonfire Night RE unit – What happens at a festival? 	<ul style="list-style-type: none"> To perform in a Nativity To study cultural artists and explore recreating their art work. To recreate art forms related to Diwali – diva lamps, rangoli patterns, Mendhi hand patterns. To create a mixed media fireworks picture. To use printing skills to create a poppy wreath. To explore Indian music and dance. To recreate a bonfire celebration.



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Term: Reception Spring 1			Topic: To Infinity and Beyond	
Domains of knowledge:			Value: perseverance	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Senses Getting dressed Danger/safety PE – an introduction to PE – Get Set scheme 	<ul style="list-style-type: none"> Vocabulary – adjectives Predictions Story sequencing Events Facts 	<ul style="list-style-type: none"> subitising numerals ordinality one more comparison 	<ul style="list-style-type: none"> Comparison – different cultures/ life in different countries Traditions Changes 	<ul style="list-style-type: none"> Singing Art – Paint DT – junk modelling Van Gogh junk modelling
Development matters/ end points:			Flight path: RD	
<ul style="list-style-type: none"> To know how to dress for the winter weather To know how to stay safe in the winter To begin to know how to hold a pencil in a tripod grip Outcomes from PE scheme. 	<ul style="list-style-type: none"> To know what an adjective is To write simple adjectives for an object or image. To know what a fact is To write labels for a non-fiction picture. To be able to say the key events from a story To be able to predict and anticipate events in a story. To secure segmenting CVC words. To begin to write short phrases. 	<ul style="list-style-type: none"> Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Counting – focus on ordinality and the ‘staircase’ pattern See that each number is one more than the previous number Focus on 5 Focus on 6 and 7 as ‘5 and a bit’ Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal 	<ul style="list-style-type: none"> To compare two contrasting countries. (England and Russia) To know about key figures from history that impacted on the ‘space race’. Mae Jameson/ Neil Armstrong/ Katherine Johnson/ Tim Peake To know some of the key features of space – planets, stars, our solar system To explore light and dark RE unit – where do we belong? 	<ul style="list-style-type: none"> To explore paint through finger painting. To respond to music through the medium of painting. To explore the artwork of Van Gogh To recreate Starry Night in Van Gogh’s style. To explore different joining techniques. To verbally plan and create a junk model (rockets) To recreate simple rhythms using our bodies and simple instruments.



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Term: Reception Spring 2			Topic: A Long, Long Time Ago	
Domains of knowledge:			Value: courage	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Spatial awareness Healthy eating Fine motor – accuracy and care Get Set for PE - Fundamentals 	<ul style="list-style-type: none"> Vocabulary – technical vocab Writing – labels and captions Facts Information 	<ul style="list-style-type: none"> ordering ordinality less than doubles parts sorting odd and even 	<ul style="list-style-type: none"> Natural world Comparison Contrasting environments Understanding the past 	<ul style="list-style-type: none"> Art – Sculpture and 3D: Creation Station – clay focus using small tools Percussion dynamics singing
Development matters/ end points:			Flight path: RS	
<ul style="list-style-type: none"> To be able to travel around a space safely To know about different types of diet Outcomes from PE unit 	<ul style="list-style-type: none"> To know what a label is and to write labels linked to a diagram To write a short caption for an image To understand and use new vocabulary linked to the topic To write longer words, using taught digraphs. To know the basic features of a non-fiction text. 	<ul style="list-style-type: none"> Focus on the ‘staircase’ pattern and ordering numbers Focus on ordering of numbers to 8 Use language of less than Focus on 7 Doubles – explore how some numbers can be made with 2 equal parts Sorting numbers according to attributes - odd and even numbers 	<ul style="list-style-type: none"> To know that dinosaurs lived a long time ago and that there are none left alive today To know some of the main features of dinosaurs and bear and compare different types. To know the different types of environments described in the story and compare them RE unit – what happens at a festival? - Easter 	<ul style="list-style-type: none"> To explore clay and its properties To create a simple fossil using clay imprinting techniques. To explore the sculptures of Beth Cavener and Julie Wilson To design their own dinosaur sculpture To make a 3D dinosaur sculpture, following their own designs



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Term: Reception Summer 1			Topic: In the Garden	
Domains of knowledge:			Value: honesty	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Manipulation of tools Fine motor – pencil grip Basic hygiene Healthy eating senses Get Set for PE – Dance Get set for PE - games 	<ul style="list-style-type: none"> Comprehension – answer simple questions Writing – short phrases Linked facts Riddles and clues 	<ul style="list-style-type: none"> counting composition subitising comparison 	<ul style="list-style-type: none"> Natural world Exploration and recording Processes and changes Comparison 	<ul style="list-style-type: none"> Art – craft and design Cutting Folding Tissue paper collage dance – linked to PE
Development matters/ end points:			Flight path: ELG	
<ul style="list-style-type: none"> To know how to hold a pencil and develop a productive pencil grip To know healthy eating habits and describe them To know how to use senses to make observations of the natural world Outcomes from PE units 	<ul style="list-style-type: none"> To know that facts are often linked together when they are about the same thing To be able to answer simple questions about a familiar text including talking about characters. To know how to develop sentences orally To write a simple fact or series of facts To use finger spaces independently To solve a simple riddle or clues about a minibeast. 	<ul style="list-style-type: none"> Counting – larger sets and things that cannot be seen Subitising – to 6, including in structured arrangements Composition – ‘5 and a bit’ Composition - of 10 Comparison – linked to ordinality Play track games 	<ul style="list-style-type: none"> To know and describe the life cycle of a butterfly To know what a minibeast is To know different features of minibeasts and compare them To explore gardens and gardening – to consider jobs and hobbies linked to them as well as activities. RE unit – What do Christians learn from the bible? 	<ul style="list-style-type: none"> To develop cutting skills To explore different types of joins To learn how to fold, cut and curl paper to achieve a desired effect. To create a design for a tissue paper flower. To create a tissue paper flower based upon their own design. To refine small motor skills through the use of drawing, cutting and manipulating paper.



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Term: Reception Summer 2			Topic: The Sea	
Domains of knowledge:			Value: positivity	
PD	Literacy	Maths	UW	EAD
<ul style="list-style-type: none"> Fine motor – pencil tripod grip Fine motor – small tools Get set for PE – ball skills Get set for PE - gymnastics 	<ul style="list-style-type: none"> Writing – phrases and sentences Comprehension – anticipate key events Predictions Information and facts retelling 	<ul style="list-style-type: none"> subitise number bonds composition comparison number patterns 	<ul style="list-style-type: none"> People – linked to the sea Comparison - past and now Contrasting environments Comparison – life in UK and other countries 	<ul style="list-style-type: none"> Drama – inventing stories DT – Structures: Boats Illustration – Hooray for Fish Props Singing - Sea shanties
Development matters/ end points:			Flight path: ELG	
<ul style="list-style-type: none"> Move energetically in a range of ways (sports day) Hold a pencil effectively, mostly using a tripod grip Use a range of small tools Outcomes from PE units 	<ul style="list-style-type: none"> To retell a story in their own words To write a simple phrase or sentence To gather information from a text and share this in a discussion To anticipate what might happen next in a story. To read a short sentence and demonstrate understanding of what has been read. To begin to demarcate sentences with a capital letter and a full stop. 	<ul style="list-style-type: none"> Subitise to 5 Introduce the rekenrek Automatic recall of bonds to 5 Composition of numbers to 10 Comparison Number patterns Counting 	<ul style="list-style-type: none"> Talk about lives of people To use stories to explore the past To explore similarities and differences between the UK seaside and a contrasting coast i.e. Maldives etc. To explore under the sea and compare and contrast different sea creatures. To understand floating and sinking To know the term 'waterproof' and what it means. RE unit – special books 	<ul style="list-style-type: none"> To develop their own narratives and role plays in stories. To explore the shape and design of boats. To design a boat. To create their boats using their owns designs. To test their boats and evaluate the effectiveness of their design. To create props and materials to support role play such as pirate flags and maps. To explore the illustrations of Hooray for Fish. To create their own design for an under the sea creature based on the story.