



Revised edition 2021 (A.Diggins)



Acorn Class (Reception) - Long Term Planning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	All about me	Festivals	Dinosaurs/Elmer	Come outside	Traditional Tales	Our World
Wow Moments	Autumn Trail Remembrance Day Firefighter visit Harvest Birthdays Halloween Healthy Eating When I grow up...	Diwali Christmas Bonfire night Hanukah Black history month Road safety World space week Children in need Anti-bullying Food tasting?	Animal visit? Chinese New Year LENT Story telling Random acts of kindness Valentines Internet safety Animal art Animal experience day	Picnic Planting seeds Easter Weather Nature hunt Mother's Day Queen's birthday Science week Easter egg hunt Butterflies	Treasure hunt - maps Start of Ramadan Eid D-day	Under the sea activities and songs Fossil hunting Fathers' Day World environment day Pirate day Beach day Summer Fair Sports Day School Production
Values	Friendship Tolerance	Courage Kindness	Determination Cooperation	Cooperation Appreciation	Responsibility Respect	Honesty Thoughtfulness
Personal, Social and Emotional Development including managing self and self-regulation	Making relationships Playing cooperatively, taking turns, speaking in a group and choose own resources.	To explore different cultures. To play cooperatively, take turns and choose own resources. Getting on and failing out.	To play cooperatively, take turns and choose own resources. Celebrating similarities and differences. To identify and manage own feelings	To play cooperatively, take turns and choose own resources. Explore what makes a good friend. Random acts of kindness.	To play cooperatively, take turns and choose own resources. Taking turns in team games. Winning and losing Friendships.	To play cooperatively, take turns and choose own resources. Taking turns in team games. Winning and losing. Be confident about moving to KS1.

	To understand class rules and routines. To explore being valuable individuals and their dreams and goals. To begin tidying up after themselves.	How to deal with emotions. Building self-confidence. Building relationships. To tidy up after themselves.	socially and emotionally. Encourage thoughts of own feelings and others feelings. To tidy up after themselves.	Looking after the planet and others e.g. pets. Explore different strategies to manage strong emotions. To tidy up after themselves.	Show resilience and perseverance when challenged. To tidy up after themselves.	
Physical Development	To develop fine and gross motor skills through control and movement of small and large objects. To develop an awareness of space and movement with control and coordination. To keep healthy through diet and exercise.					
Fine Motor:	Treading, cutting, weaving, playdough and fine motor activities. Manipulate objects with fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil grip	Treading, cutting, weaving, playdough and fine motor activities. Develop muscle to put pencil pressure on paper. Use tools to effect changes to materials Show preference for dominant hand Guide them to draw, write and copy. Teach and model correct letter formation.	Treading, cutting, weaving, playdough and fine motor activities. Begin to form letter correctly. Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely Manipulate small items.	Treading, cutting, weaving, playdough and fine motor activities. Hold pencil effectively with comfortable grip. Form recognisable letters with most formed correctly	Treading, cutting, weaving, playdough and fine motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors and shaped lines.	Treading, cutting, weaving, playdough and fine motor activities. Copy a square Begin to draw diagonal lines, like a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks e.g. Lego.

<p>Gross Motor:</p>	<p>Cooperation games e.g. parachute. Climbing on outdoor equipment Different ways of moving Changing for PE Personal Hygiene including handwashing and toileting.</p>	<p>Ball skills throwing and catching Skipping Dance related activities Balance Bikes Prms Wheelbarrows Changing for PE Personal Hygiene including handwashing and toileting.</p>	<p>Ball skills - aiming, pushing, throwing and catching Resources to support children with a broad range of abilities Dance/moving to music/gymnastics /balance.</p>	<p>Balance - moving with confidence Dance activities Provide activities for children to spin, rock, tilt, fall, slide and bounce Use picture books to explain a healthy lifestyle.</p>	<p>Obstacle activities Moving under, over, through and around equipment Encourage children to be highly active throughout the day Opportunities for different movements Dance and movement</p>	<p>Races and team games Dance activities Less confident children able to observe and listen without pressure to join in Gymnastics and balance</p>
<p>Communication and Language</p>	<p>Daily Story Time: 'Welcome to EYFS' Listen to stories and accurately participate in discussion. Respond to what they hear with comments, questions or actions. Respond appropriately when engaged in another activity.</p>	<p>Daily Story Time: 'Tell me a story'. Listen to stories and accurately participate in discussion. Respond to what they hear with comments, questions or actions. Respond appropriately when engaged in another activity.</p>	<p>Daily Story Time: 'Tell me why'. Listen to stories and accurately participate in discussion. Ask how and why questions. Ask questions to see what they have understood. Retell a story. Describe events with some detail.</p>	<p>Daily Story Time: 'Talk it through' Listen to stories and accurately participate in discussion. Describe events and their order. Understand why listening is important. Talk about objects or items in a story - about what they</p>	<p>Daily Story Time: 'What happened?' Listen to stories and accurately participate in discussion. To ask questions - how and why. To show understanding of the story using learnt vocabulary. To re-read stories and share those</p>	<p>Daily Story Time: 'Time to share' Listen to stories and accurately participate in discussion. Sharing what happened over their weekend. To read books to extend knowledge of the current topic.</p>

	<p>Follow instructions. Talk about experiences that are familiar to them. Talk through daily routines and model talk routines e.g. Good Morning. Show and Tell.</p>	<p>Talk in full sentences. Follow instructions. Retelling stories. Understand how to listen carefully. Choose books that will develop their vocabulary. Show and Tell Take Ted home</p>	<p>Learn Rhymes, poems and songs. Show and Tell Take Ted home</p>	<p>can see, where can they find it etc. To keep a sustained focus when listening to a story. Show and Tell Take Ted home</p>	<p>that have been read at home. Extend Vocabulary Use phonics to spell Show and Tell. Take Ted home</p>	<p>To emphasise conjunctions, tense and vocabulary used. Use phonics to spell Show and Tell. Take Ted home</p>
Vocabulary Focus	<p>Names of those in the classroom Manners Family Body parts Senses Oral Hygiene Job roles</p>	<p>Guy Fawkes Bonfire Night Past/Present Autumnal words Scientific words - e.g. waterproof Growing</p>	<p>Dinosaur names and body parts. Herbivore/carnivore Describing habitats, dinosaurs and features. What is a habitat and landscape? Dinosaur eggs Fossil Volcano First birds. Chinese New Year</p>	<p>Seasonal changes Environment Animal names - including minibeasts Climate - hot/cold Fruit tasting and use senses Instructions - how something is made Shrove Tuesday Holi Easter related</p>	<p>Maps from stories e.g. Little Red Riding Hood. Specific tales vocabulary Repetitive phrases e.g. Once upon a time. Fiction/Non-fiction Character Names Character descriptions Setting description</p>	<p>Coral Sea/Ocean names Under water animal names Ice and melting Sandcastles and descriptive words e.g. which works best and why What is recycling? Weather key words Naming places they have visited Continents</p>
Literacy including comprehension, word reading and writing	<p>Whole class shared reading /writing Imagine and recreate</p>	<p>Use phonic knowledge to decode regular words and read</p>	<p>Respond to stories, Imagine and recreate roles. Sequence stories</p>	<p>Stories Using non-fiction books Read and</p>	<p>Find information Know sequence of stories Know characters</p>	<p>Find information Sequence stories Explore characters in</p>

	<p>roles. Retell stories Enjoy using language Listen attentively Link sounds to letters Write for a purpose Form letters with care Names, labels, captions Initial/final sounds</p>	<p>them aloud. Also read some common irregular words. Demonstrate understanding of what they have read using pictures and words. Use phonic knowledge to write words and/or sentences. Imagine and recreate roles. Introduce word work (whole group)</p>	<p>writing words/phrases Use phonic knowledge to decode regular words and read them aloud. Also read some common irregular words. Demonstrate understanding of what they have read using pictures and words. Use phonic knowledge to write words and/or sentences. Imagine and recreate roles. Word work</p>	<p>understand simple sentences. Begin to use sentences Continue to sequence stories writing words/phrases Use phonic knowledge to decode regular words and read them aloud. Also read some common irregular words. Demonstrate understanding of what they have read using pictures and words. Use phonic knowledge to write words and/or sentences. Imagine and recreate roles.</p>	<p>in stories Handwriting Read and understand simple sentences Use phonics to decode Demonstrate understanding when talking about what they have read Write sentences Spell words</p>	<p>stories Read and understand simple sentences Use phonics to decode Demonstrate understanding when talking about what they have read Write sentences Spell words</p>
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<p>Mathematics</p>	<p>Getting to know you Matching and Sorting Comparing amounts Size, Mass and Capacity Simple Patterns</p>	<p>Numbers 1 -5 Circles and triangles Spatial awareness One more One less Time - Day and Night.</p>	<p>Zero Numbers 5-8 Mass and Capacity Making pairs Combining 2 groups</p>	<p>Length and Height Composition of 9 and 10 Number bonds to 10 3D shapes Pattern</p>	<p>Counting beyond 10 Spatial Reasoning Match, rotate, Manipulate Adding and taking away</p>	<p>Doubling and Halving Even and Odd Spatial Reasoning Patterns Mapping Preparing for Year 1.</p>
<p>Understanding the World</p>	<p>Develop awareness of families and the local area. Navigating around the classroom and outdoor area. Talk about different occupations and how they help us. To talk about birthdays and their experiences. Use ICT to support learning</p>	<p>Know about own and others cultures Explore light & dark What have the children done with their families over past Christmas? Look at how Christmas has been celebrated in the past. Use ICT to support learning</p>	<p>Materials, sorting and changing Computing and ICT Placing events in order. Comparing animals' habitats and how to take care of them. Make the wider world come to the classroom through media and resources. Draw pictures of the natural world after observation</p>	<p>The World; Life, living things and ourselves Learn about different environments Minibeasts Observe and talk about similarities and differences, and changes. Use ICT to support learning Journey to the park to discuss what they can see. Build a bug hotel.</p>	<p>The World; Life, living things Mapping the local grounds Living story maps Computing & ICT Introduce fictional characters and creatures and differentiate these from real people.</p>	<p>The World; Life, living things and ourselves Understanding of where they live and mapping the grounds Computing & ICT Recycling and taking care of the world. Explore the weather and how living things change.</p>

<p>Expressive Art and Design</p>	<p>Recognise musical patterns and sing songs. Express ideas creatively. Respond to senses. Begin to mix colours. Join in with role play Build models using construction Self portraits Junk model</p>	<p>Explore different media Sing songs and use musical instruments appropriately Explore 2D/3D art Use a variety of tools and resources Represent own ideas through D & T, art, music dance, role-play and stories Firework pictures Christmas decorations and cards Divas Nativity</p>	<p>Recognise musical patterns and sing songs Express ideas creatively Explore sounds and sing songs Respond to senses creatively Explore animal related art and design. Make lanterns, Chinese writing, puppet making, Chinese music. Shadow puppets Joining materials using different techniques</p>	<p>Drawing and painting from observation Copy and make own musical patterns. Sing songs. Explore sounds Make different textures, patterns and colours Explore ways to protect growing plants by designing scarecrows. Pastel drawings, printing, Easter egg patterns, life cycles and sun flowers. Mothers' Day crafts. Artwork based on the seasons</p>	<p>Explore 2D/3D art Make up musical patterns and sing songs Express ideas creatively Explore sounds Use imagination creatively Use textures and materials to make houses for the three little pigs and bridges for the three billy goats gruff. Use story maps, props and puppets.</p>	<p>Sing songs, make music and dance. Use a variety of materials, tools and techniques safely. Experiment with colour, design, texture, form and function. Use media and materials in original ways. Represent their own ideas, thoughts and feelings thought DT, art, music, dance, role play and stories. pictures/rainbow fish collage. Lighthouse designs Paper plate jelly fish Puppet shows</p>

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