



Long term plan- Reception

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Texts					
Who's in a family? by Robert Skutch Little Red Hen (A traditional tale)	Wk 1 Poem- Zim, Zam, Zoom by James Carter (Firework poem) Wk 2- Divali information texts/videos Wk 3&4- The Birthday Invitation- Lucy Rowland Kippers birthday- Mick Inkpen Wk5,6,7- The Christmas Story- Experience the magic of Christmas- DK	Wk1- Non-Fiction text- Winter. Wk 2- Non fiction text- Arctic animals https://www.twinkl.co.uk/resource/t-t-4798-winter-arctic-animals-habitat-powerpoint Wk3- Chinese New Year Wk4- Were going on a Polar Bear Hunt. Wk 5 & 6- Lost and Found- Oliver Jeffers	Wk 1 & 2- Gingerbread Man Wk 3- Naughty Bus Wk 4- Emma Jane's Aeroplane. Wk5- Whatever Next! Wk 6- The Easter story	Wk 1 & 2: Narrative- Jaspers Beanstalk. Sam plants a Sunflower. Non- Fiction: Sunflower Wk2: Eid Wk 3: Non-fiction: Chicks Narrative: Dora's eggs, The Very Hungry Caterpillar Wk4: Mad about Minibeasts Wk 5: From Egg to Chick	Wk 1: Non fiction Rock pools Fiction: On the sea shore. Wk2: Fiction: Henry's New Home- Marion Veal Wk 3: Fiction: Billy's Bucket- Kes Gray and Garry Parsons. Wk 5: Poem: Drip, Drip, Drop
Writing Outcome & Writing Purpose					
To share details about our own family	Wk 1 To entertain by saying and writing firework sounds.	Wk 1 To describe winter pictures.	Wk 1 To orally retell a story. Wk2- To recount the park visit.	Wk 1 To write simple instruction on how to plant a seed.	Wk 1 & 2: To describe a rock pool creature.
To orally retell a story. To draw a story map. Audience: Perform to nursery or other reception class?	Wk 2 To send a message by writing a birthday card. Audience: Fred and friends	Wk 2 To labelling pictures of the stages of ice melting. Audience: Class and visitors.	Wk3- To create an alternative version of a story.	Wk 2 RAFT To send a message by writing an Eid card.	Wk3: To write a sentence explaining what Billy find's in his bucket.
	Wk 3 & 4 To write a list of things we need to organise a party.	Wk 3 To inform by writing which Chinese New Year animal they are.	Wk 5: To write a list of things you would take on your own journey.	Wk 3 To order and label the story pictures.	Wk4: To write about a favourite thing you like to do/would like to do at the seaside.

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	Wk 5,6,7 To retell a bible story.	Wk4 To label a Polar bear	Wk 6- DISPLAY Draw a spring picture and write a sentence.	Wk 4 To inform and write facts about where a minibeast lives.	Wk 4: To write a poster to inform about sun safety.
	To send a message by writing a Xmas card.	Wk 5 To describe the penguin. Wk6- To make a poster to find our lost penguin.		Wk 5 & 6 To write a fact sheet about a minibeast.	WK5: To retell/perform a poem.
Statutory Requirements					
Focus on: Children will acquire an increased amount of grapheme-phoneme correspondences (GPC) across the reception year. Application of subject skills and knowledge skills when encoding to spell words in writing will be taught during teacher-led sessions and across the provision. As part of a broad and balanced EYFS provision. Children will be encouraged to make phonetically plausible attempts at unknown words.					
	Teach set 1 high frequency words	Secure previous high frequency words and teach set 2 high frequency words.	Secure previous high frequency words and teach set 3 high frequency words.	Secure and review previous high frequency words and teach set 4.	Secure and review previous high frequency words and teach set 5.
FEATURES- Grammar: Sentence					
Focus on: Writing name, labelling, drawing, drawing story map	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage).	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage). Joining words and clauses using 'and'.	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage). Joining words and clauses using 'and'.	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage). Joining words and clauses using 'and'.	Build on previous units & focus on: Combining words to make labels, captions, lists, phrases and short sentences (depending on developmental stage). Joining words and clauses using 'and'.
FEATURES- Grammar: Text					
Focus on: Sequencing spoken sentences to form short narratives. Retell stories orally by: 1. Using repeated story language	Build on previous units and focus on: Sequencing spoken sentences to form short narratives. Help retell stories orally to support writing (depending	Build on previous units and focus on: Sequencing spoken sentences to form short narratives. Help retell stories orally to support writing (depending on developmental stage) by:	Build on previous units and focus on: Sequencing spoken sentences to form short narratives. Help retell stories orally to support writing	Build on previous units and focus on: Sequencing spoken sentences to form short narratives. Help retell stories orally to support writing	Build on previous units and focus on: Sequencing spoken sentences to form short narratives. Help retell stories orally to support writing

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2. Using time adverbials e.g. First, Then, Next, Finally, Suddenly	on developmental stage) by: 1. Using repeated story language 2. Use time adverbials	1. Using repeated story language 2. Use time adverbials	(depending on developmental stage) by: 1. Using repeated story language 2. Use time adverbials	(depending on developmental stage) by: 1. Using repeated story language 2. Use time adverbials	(depending on developmental stage) by: 1. Using repeated story language 2. Use time adverbials
Grammar: Punctuation					
Focus on: Letter formation	Build on previous learning and focus on: Letter formation Personal pronoun I	Build on previous learning and focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun I Full stops	Build on previous learning and focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun I Full stops	Build on previous learning and focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun I Full stops Capital letters for names	Build on previous learning and focus on: Letter formation Separation of words with spaces Capital letters Personal pronoun I Full stops Capital letters for names
Terminology for pupils					
Letter, capital letter (Captain Capital), word, sentence, full sentence, full stop, question mark, finger spaces					

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