

Reception/Year 1 Long term Planning

Subject	Topic 1 September	Topic 2 October - November	Topic 3 December - January	Topic 4 February - March	Topic 5 April - May	Topic 6 June - July
Topic name:	Starting School & <i>Ready Steady Go for Year 1</i>	Who am I?	Let's Party!	Let's play!	The three little pigs	Let's explore!
PSED -SEAD & SEAL	SEAD Getting to know each other and making friends New beginnings <i>SEAL New Beginnings</i>	SEAD Getting on and falling out! Initiating conversations Speaking to others Becoming aware of behavioural expectations within the setting <i>SEAL Getting on and Falling Out</i>	SEAD Going for goals Talk about self in positive terms Confident to try new activities <i>SEAL Going for Goals</i>	Sustainable development Talk about feelings Confident to speak in a group <i>Sustainable Development</i>	SEAD Good to be Me Work as part of a class or group] <i>SEAL Good to be me</i>	Diversity Adjust behaviour to different situations <i>Diversity</i>
Communication and Language	Responding to instructions Understanding how and why questions Using a range of tenses <i>Contribute to class composition of instructions with teacher scribing. Think out and give clear, single, oral instruction. Give instructions with authority Follow a 2 or 3 part instruction appropriately Listen carefully when instructions are given. Know the difference</i>	Maintaining attention Responding to instructions Extending vocabulary <i>Talk about how different characters might think, feel and react differently for themselves and from each other. Through talk and role play, explore how others might think, feel and react differently from themselves and from</i>	Using language to imagine and recreate roles and experiences Developing attention <i>Explain their another's motives; why and how they made a construction</i>	Following a story without pictures or prompts Listening and responding to others <i>Talk about own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to others recounts and ask relevant questions.</i>	Listening attentively and to stories Following instructions independently Expressing themselves effectively <i>Expect to be listened to when they have something to say Know how to be listened to when they have something to say.</i>	Give attention to what others say and respond appropriately Answer how and why questions Develop narratives into play <i>Express feelings and ideas when speaking about matters of immediate interest. Listen to what others in groups suggest and they say what they do and do not agree with. Respond to what has been heard making</i>

	between an instruction and a sentence.	each other				comments and asking questions. Show awareness of the needs of the listener, gaining the listener's attention before commencing
Literacy	<p>Recognising own name Book handling skills</p> <p>Reading key word recognition Letter names Phase 3 and Phase 4 digraphs Revision of Phase 3 Letters and Sounds Stories with familiar settings Labels, lists signs and posters Nursery rhymes and traditional rhymes</p>	<p>Letter sounds Key word recognition Name writing Emergent writing Letters and Sounds Phase 2</p> <p>Reading key words Letter names Phase 3 and Phase 4 digraphs Phase 4 Letters and Sounds Spelling common exception words Stories with repeating patterns Information texts Pattern and rhyme in poetry</p>	<p>Phase 3 digraphs Letters and Sounds Recording dominant sounds in words</p> <p>Phase 4/5 Letters and Sounds Reading key words Letter names Alternative spellings Spelling common exception words Traditional stories from other cultures Fantasy stories</p>	<p>Phase 3 and Phase 4 digraphs Letters and Sounds Phase 3 Beginning to form labels and captions</p> <p>Phase 4/5 Letters and Sounds Reading key words Letter names Alternative spellings Spelling common exception words Instructions Recounts</p>	<p>Phase 3 and 4 digraphs Letter names Phase 3 and 4 phonics Beginning to form sentences using simple punctuation</p> <p>Phase 4/5 Letters and Sounds Reading key words Letter names Alternative spellings Spelling common exception words Stories by the same writer Fairy stories</p>	<p>Phase 3 and 4 digraphs Letter names Phase 3 and 4 phonics Forming simple sentences using simple punctuation</p> <p>Phase 4/5 Letters and Sounds Reading key words Letter names Alternative spellings Spelling common exception words Information texts (dictionaries, fact and fiction reports) Poerty</p>
Maths	<p>Counting to 10 and counting and number songs Pattern Sorting</p> <p>Counting Partitioning Securing number facts Number and place</p>	<p>Counting Adding 1 more Pattern 2D shape Estimating Comparing length Problem solving</p> <p>Addition and subtraction</p>	<p>Adding 1 more Comparing length Estimating and counting Shape 2D & 3D Num sentences Subtraction Problem solving</p> <p>Number and place value</p>	<p>Counting groups Shape 2D & 3D Recognising numerals Comparing numbers Doubling Sharing Problem solving</p> <p>Length / Mass and Weight</p>	<p>Directional language Capacity Subtraction 2D & 3D shape Counting 1 -1 Time Problem solving</p> <p>Number and Place Value</p>	<p>Longer / shorter Adding 2 or 3 numbers together Number bonds to 10 Finding the total Counting in 2's 5's and 10's Problem solving</p> <p>Time</p>

	value, Length and Mass/weight Addition and subtraction	2d and 3d shape Sequencing and sorting Fractions Capacity and Volume Money Time	Mass and Weight 2d and 3d shape Counting and money Multiplication Division	Addition and Subtraction Fractions Position and Direction Time	Addition and Subtraction Capacity and Volume Fractions Position an Direction Time 2d and 3d shape	Multiplication and Division Subtraction - difference Measurement Sorting
UTW including Science DT Geography History RE ICT	Exploring CP areas Science - Animals including humans Seasons and Weather Geography - Where do other people live - compare rural/urban to coastline RE - What does it mean to belong? ICT Safe and Responsible Use Digital Society Digital Literacy Using Data	How do I grow and develop? Who is in my family and who are my friends? What can my body do? How do my senses work? How can I eat healthily? How can I keep fit? Science - Animals including humans Seasons and Weather DT - Fruit and Veg Geography - Where do we live? Focus on where we live and rural location. Mapping skills History - Louis Braille/Research Eddleston, Bankes, Anderton and Gerrard RE - What does it mean to belong? / Celebrations	What is a festival? What happens at Diwali and Hannukah? What happens during Advent and at Christmas? What happens at a Baptism? What happens at a wedding? Interacting with a age appropriate programme Science - Seasonal Change DT Mechanisms / Moving Pictures (Xmas cards) Geography - where do other people live? Comparison of Rural to urban location. Mapping skills History - Guy Fawkes, Who are The Royal Family? RE - Celebrations / New Beginnings	How do toys move? What do magnets stick to? Why do some toys have batteries and who uses them? How can toys make a noise? What toys do I play with in the bath? floating and sinking. What toys did they play with a long time ago? Using a paint package to create a favourite toy picture Interacting with a age appropriate programme Uses of technology Science - Seasons and Weather DT - Mechanisms Geography - History - Old toys RE - New Beginnings/Judaism ICT Safe and	Sorting materials Bendy materials Reversible and * Irreversible change Making concrete Designing and making a junk model Algorithms Science - Everyday Materials DT - Structures - homes Geography Where do other people live? Comparison of rural with urban location, Billinge and Liverpool Mapping Skills History - Homes now and then RE - Judaism/ and Beliefs and Practice ICT Programming/ Control/ Instructions. Safe and Responsible Use	All about our school Who works in our school? What plants and animals grow around our school? What lives in the pond? Where do we live? How do other children live around the world? Science - Plants - seasonal change Geography - Where do other people live - compare rural/urban to coastline Mapping skills History - Lord and Lady Pilkington RE - Visiting a Church ICT Programming/ Control/ Instructions. Safe and Responsible Use Digital Society Digital Literacy Multimedia Using data

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EAD Including music, dance art and design	Exploring CP areas Exploring colours Nursery Rhymes Music - Sounds interesting, Exploring sounds	What can my body do? Joining and sticking Harvest songs Music - The long and short of it Exploring duration Art - Self Portraits	Cards and decorations Nativity songs Music - Feel the pulse. Exploring pulse and rhythm Art - cards and decorations	Puppets Moving parts Using instruments Music - Taking off. Exploring pitch Art - What is sculpture?	Design and create board games. Using junk materials Easter songs Music - What's the score? Exploring instruments and symbols Art - Investigating materials	Observational drawings Creating own songs Music - Rain rain go away. Exploring Timbre, tempo and dynamics Art - Self Portraits
PD	Action rhymes Games - unit 1 using a ball Dance - Val Sabin 1	Dance Healthy eating and keeping fit Dance - Val Sabin 2 And 6	Dance Dance Val Sabin 4	Gymnastics Gymnastics - Flight Points and patches	Gymnastics Gymnastics - Rocking and Rolling Wide narrow and curled	Games Games - Bat and Ball games Throwing and catching and Partnerwork
Visits and enhancements		Visit to Bernard Wood Court to deliver Harvest parcels and sing to the residents	Visit to Billinge Library Foundation Stage Nativity Play Year 1 and 2 Nativity Play	Teddy Bears Picnic	Billinge Music Festival	Reception trip - Windmill Farm (link to Let's explore topic) Year 1 Trip - Underwater Street

There is a change over week in-between each topic. There are also enhancement weeks not shown on the plan.