

West Wycombe
Long Term Planning
Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/key question	Me and My World	Once upon a time	Things that move	Long, long ago	The great outdoors	Growth and Change
Impact of theme	Getting to know individual children and their uniqueness. Children to make relationships with peers and adults and to be confident in the setting.	Children build a repertoire of classic tales. Children build their knowledge of common story language.	Children to be excited about travelling and ways of getting to places. To describe, compare and invent ways of travelling.	Children learn about nature, different landscapes and the importance of a sustainable environment.	Children develop their understanding of geographical and scientific concepts. Children recognise and identify different kinds of species.	Children experience how living things grow and learn to appreciate and care for the world around us.
Core Texts <i>Subject to change</i>	- All kinds of Families - Giraffes Can't Dance - The Colour Monster - Emergency (poems) - Take Off Your Brave (poems)	- The Christmas Pine - The Jolly Postman Christmas - Jack and the beanstalk - The gingerbread man - The Three Little Pigs - The Christmas story (non-fiction)	- Choo Clickety Clack (poems) - Whatever Next - My Granny Went to Market - My big book of transport (non-fiction) - Mrs Armitage on Wheels - The Train Ride - Flashing Fire Engines	- Chalk - Mad about dinosaurs - How to look after your dinosaur -	- Rosie's Walk - Handa's surprise - Oliver's Vegetables	- Peepo - Once There Were Giants - We're going on a Picnic (Pat Hutchins) - Jack and the Beanstalk - Hungry Caterpillar - Frogs (non-fiction) - Tale of a Tadpole - Growing Frogs -
Family/community engagement	- Family stay and play, afternoon in last week of half term. - Families in to talk about their jobs - Christmas performance		- Families share photos of places they've been - Reading cafe		- Display of photos of children as babies - Families joining children at end of day to release butterflies - End of Reception 'graduation'	
Core Skills and Experiences	- Talk about feelings in self and others. - Recognise things that they are good at.	- To send and receive a letter. - To meet a police officer/fire fighter/nurse (RAF).	- To try food from other countries	- To go on a train ride - - Bekonscot Model Railway Village	- Chicks/butterflies	- To visit a shop with a list - To make and have a picnic

		- To visit a place of worship (Church).				- Planting a seed, caring for it and watching it grow - To care for an animal
Core Songs, rhymes and poems	Heads shoulders knees and toes Finger Family song I've got a body, a very busy body When you're happy and you know it Brush your teeth Clap clap hands One finger one thumb keep moving Wind the bobbin up Finger family song (people who help us) Twinkle twinkle Christmas songs		The big ship sails Down at the station 5 little men in a flying saucer Horsie Horsie don't you stop Row row row your boat We're driving in our car Wheels on the bus		5 little speckled frogs Oats and Beans and Barley grow There's a little caterpillar on a leaf Baa baa black sheep The Animal Fair 5 little ducks Incy Wincy Spider Old MacDonald Hush a bye baby	
WR Maths Units	Getting to know you Match, sort and compare Talk about measure and patterns It's me, 1, 2, 3 Circles and Triangles 1, 2, 3, 4, 5 Shapes with 4 sides		Alive in 5 Mass and Capacity Growing 6 7 8 Length, height and time Building 9 and 10 Explore 3D shapes		To 20 and beyond How many now Manipulate, compose and decompose Sharing and grouping Visualise, build and map Make connections	

Progression of Communication and Language

Listening, Attention and Understanding	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To understand how to listen carefully To understand why listening is important	To begin to understand how and why questions To respond to instructions with more than one step	To ask questions to find out more To begin to understand humour To understand a range of complex	To retell a story To follow a story without pictures or props	To understand questions such as who, what, where, when, why and how	To have conversations with adults and peers with back and forth exchanges	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations

	To be able to follow directions		sentence structure				when engaged in back-and-forth exchanges with their teacher and peers.
--	---------------------------------	--	--------------------	--	--	--	--

Speaking	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To talk in front of a small group	To answer questions in front of whole class	To develop the confidence to talk to other adults they see on a daily basis	To share their work to the class- standing up at the front	To link statements and stick to a main theme	To talk to different adults around the school	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences including use of past, present and future tenses and making use of conjunctions.
	To talk to class teacher and Tas	To use new vocabulary throughout the day	To talk in sentences using conjunctions e.g. and, because	To use new vocabulary in different contexts	To use talk to organise, sequence and clarify thinking, ideas, feelings and events	To talk about why things happen	
	To learn new vocabulary					To talk in sentences using a range of tenses	

Progression of Personal, Social and Emotional Development

Self Regulation	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To recognise their different emotions	To talk about how they are feeling	To focus during longer whole class lessons	To identify and moderate their own feelings socially and emotionally	To control their emotions using a range of techniques, supported by an adult	To maintain focus during extended whole class teaching	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give
	To understand how people show emotions.	To begin to consider the feelings of others	To follow two step instructions	To consider the feelings and needs of others	To set a target and reflect on progress throughout	To follow instructions of three steps or more	
	To focus during short whole class activities	To adapt behaviour to a range of situations					

	To follow one step instructions					To control their emotions using a range of techniques	focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
--	---------------------------------	--	--	--	--	---	---

Managing Self	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To put socks and shoes on independently To change after PE/forest school with little support To explore different areas within the Year R environment To use the toilet independently	To develop class rules and understand the need to have rules To have confidence to try new activities	To begin to show resilience and perseverance in the face of challenge To practise doing buttons To practise doing up buckles	To be independent when dressing and undressing for activities such as P.E and Forest Fridays	To manage own basic needs independently	To understand the importance of healthy food choices To show resilience and perseverance in the face of challenge To show a 'can do' attitude	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To seek support of new adults when needed To gain to speak to peers and adults	To play with children who are playing with the same activity To begin to develop new friendships To have positive relationships with all Year R staff	To begin to work as a group with support To use taught strategies to support turn taking	To listen to the ideas of other children and agree on a solution and compromise	To work as a group To begin to develop relationships with other adults around the school	To have confidence to communicate with adults around the school To have strong friendships	Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Progression of Physical Development

Gross Motor Skills	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	Locomotion Different ways of moving Negotiate space Travelling with confidence Refining fundamental skills Follow the rules of a game	Balls Skills - Hands Pushing, rolling, throwing, catching, bouncing Using different sized balls Using bean bags	Gymnastics Creating shapes – high and low Jumping and landing safely Different ways of moving - high, low, over and under Building confidence	Dance Moving in sequence Creating own movements Creating simple sequences Watching others perform Listening to music Responding to music in movement	Ball Skills – feet Dribbling, kicking Negotiating space Dribbling against an opponent Control	Attack V Defence Taking turns Keeping score Following game rules Strategies to defend Explore principles to prevent attackers from scoring Attacking and defending in games	Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

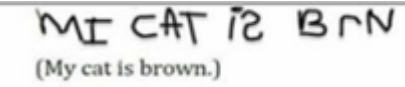
	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Fine Motor Skills	To use a dominant hand	To begin to use anticlockwise movement and retrace vertical lines	To use a tripod grip when using mark making tools	To hold scissors correctly and cut out large shapes	To hold scissors correctly and cut out small shapes	To hold scissors correctly and cut various materials	Hold a pencil effectively in preparations for fluent writing- using the tripod grip in almost all cases. Use a range of small tools including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.
	To mark make using different shapes To use a tripod grip when using mark making tools To hold scissors correctly	To hold scissors correctly and cut along a straight and zigzagged lines To use a tripod grip when using mark making tools To accurately draw lines, circles and shapes to draw pictures To write taught letters using correct formation To use a knife and fork independently and cut food	To hold scissors correctly and cut along a curved line	To write letters using the correct letter formation and control the size of letters	To paint using thinner paintbrushes	To create drawings with details To independently use a knife, fork and spoon to eat a range of meals	

Progression of Literacy

Comprehension	Reception			
	Autumn	Spring	Summer	Early Learning Goal
	To ask questions about stories To sequence familiar stories. To enjoy an increasing range of books including fiction, non-fiction, poems and rhymes. Identify favourite books and seeks them out, to share with an adult, with another child, or to look at alone	Answer questions about a text that has been read to them Begin to predict what might happen next in a story Seeks familiar texts of stories to re-read in the book area. Requests favourite stories and poems for example during 'Vote for a story.' To act out stories To follow a story without pictures or props To talk about characters in the books they are reading	To begin to answer questions about what they have read To use vocabulary that is influenced by their experience of books To answer questions about what they have read To know that information can be retrieved from books	Demonstrate understanding of what has been read to them by retelling stories, and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading	Reception			
	Autumn	Spring	Summer	Early Learning Goal
	To Spot rhymes in familiar stories and poems To Identify initial, middle and end sounds To Recognise words with the same initial sound Begin to read individual letters by saying the sounds for them Begin to orally blend sounds into words, so that they can read short words made	To identify how many sounds are in a word To supply words with the same initial sound for Phase 2 single sounds To recognise all taught Phase 2 sounds including some Phase 3 digraphs To Re-read phonetically decodable books to build up their confidence in	To read longer words To read compound words To read longer sentences.	Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	up of known letter– sound correspondences Begin to read CVC words containing known letter-sound correspondences	word reading, their fluency and their understanding and enjoyment To Blend sounds into words, so that they can read short words made up of known letter– sound correspondences Some children may read simple sentences containing known letter-sound correspondences containing 1 or 2 common exception words		
--	---	--	--	--

Writing This is supported by HeidiSong's Chart of Developmental Progression of a Child's Writing.	Reception			
	Autumn	Spring	Summer	Early Learning Goal
	To write their name To give meanings to the marks they make To write initial sounds  To begin to write CVC words using taught sounds 	To use the correct letter formation of taught letters To form lowercase letters correctly To write words and labels using taught sounds To begin to write captions using taught sounds  To begin to write sentences using finger spaces To understand that sentences start with a capital letter and end with a full stop To spell some taught tricky words correctly	To form lowercase and capital letters correctly To begin to write longer words and compound words which are spelt phonetically To write sentences using a capital letter, finger spaces and full stop To spell some taught tricky words correctly To read their work back and check it makes sense	Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.

Progression of Maths

Reception					
Counting	Comparison	Cardinality	Composition	Shape, Space & measure	Patterns
To count numbers up to 10 using one-to-one correspondence	To sort up to 5 objects into two groups	To understand that numbers can be shown in different representations	To use the language of wholes and parts	To order three familiar events from their day discuss what is happening in each picture	To recognise and describe patterns, for example, yellow, blue, yellow, blue, yellow, blue or big, small, big, small, big, small
To represent the numbers 6–10 on a ten frame	To describe how they have sorted the objects	To recognise the numerals 1, 2, 3, 4 and 5	use physical differences and number bonds to 5 to split a whole into two parts.	To use the language related to time: before, after, next, then, later	
To start to recognise that they can count on using a ten frame, understanding that a full row is 5 count 6–10 objects out from a larger group	To know that there is often more than one way to sort a collection understand that a collection can be sorted into more than two groups	To match groups of objects to the correct numeral	To confidently use the vocabulary of part and whole accurately	To describe the length, height, weight and capacity of objects using everyday language	To continue patterns and make their own patterns
To count forwards and backwards between 1 and 10 confidently	To identify if a group has more or fewer objects: they can line up objects to check which group has more or fewer; they can say if groups are equal; given an amount, they can show more or fewer with support		To identify two parts and their combined whole	To understand the difference between length or height, weight and capacity	To translate or copy patterns from one form to another; such as from a colour pattern into an action, sound or shape pattern
To use a 1–10 number track to count on or count back			To add two parts to make a whole up to 10	To use non-standard units to measure and compare length or height, weight and capacity	
To add or take away numbers using a first, then, now story structure explain how they know what number to start on, how many jumps to make on the number line and how to identify the answer	To compare two groups of non-identical objects and match them in order to find out which group has more, fewer or the same		To use a part-whole model to show two parts and the whole, in various orientations	To solve problems involving length or height, weight and capacity	To use concrete manipulatives to double and halve numbers
To start to find the difference between groups by counting on or counting back			To use positional and directional language to follow and give instructions	To build, describe and sort common 3D shapes (sphere, cylinder, cone, cube, cuboid) match 3D shapes to their 2D prints and name each of these regular 2D shapes	To show why a number is odd or even
To confidently count forwards and backwards to 20	To use the words more and fewer to compare groups of up to 10 items		To accurately identify pairs of numbers with a total of 10 use a ten frame and a part-whole model		To identify doubles to double 5
To accurately count an irregular set of up to 20 objects or resources identify To find one more and one less than a given number to 20			To represent bonds to 10 understand that if 8 and 2, for example, make 10, then so must 2 and 8		To explain that even numbers can be shared into two equal groups and odd numbers cannot halve even numbers to 10 by sharing into two equal groups

Progression of Understanding The World

Past and Present	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	Me and my world To know about my own life-story To know how I have changed To know that the emergency services exist and what they do To talk about the lives of the people around us	Once Upon a Time To know about the past through settings, characters and events encountered in books read in class and storytelling	Things that move To know some similarities and differences between things in the past and now, drawing on experiences and what has been read in class	Long, long ago To know about the past through settings, characters and events encountered in books read in class and storytelling	The great outdoors; and growth and change. To know about figures from the past		Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experience and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal

Peoples, Culture and Communities	What makes people special – RE To know about family structures and talk about who is part of their family	Christmas & Christianity – RE To talk about how people, celebrate Diwali	Celebrations & Hinduism – RE To talk about Chinese New Year	Easter & Christianity -RE To know that Christians celebrate Easter	The great outdoors – Africa & Handa’s surprise Christianity, Islam, Hinduism, Sikhism, Judaism To understand similarities and differences between countries and their environments	Describe their immediate environment using knowledge from observation, discussion, stories, nonfiction, texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (where appropriate) maps.
	To identify similarities and differences between themselves and peers.	To talk about the Christmas Story and how it is celebrated				
	To know about features of the immediate environment.	To know that people around the world have different religions				
	To know that there are many countries around the world.					

The Natural World	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To ask questions about the natural environment To respect and care for the natural environments	Once Upon a Time experiments To know about and recognise the signs of Autumn To know about features of the world and Earth	freezing, melting, liquids-solids To know about and recognise the signs of Winter To know some important processes and	Long, Long Ago – Dinosaurs To know the different between herbivores and carnivores To know about and recognise	The Great Outdoors To know about features of my own immediate environment and how they might vary from another	Growth and Change To know about and recognise the signs of Summer To know that some things in the world are man-made and	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them

		To name different materials and their properties	changes in the natural world including states of matter	the signs of Spring	To learn about lifecycles of plants and animals To know about different habitats To learn about lifecycles of plants and animals (The Great Outdoors – animals, hatching chicks)	some things are natural To harvest grown fruit and vegetables To understand pollution and how we can look after the environment	including the season and changing states of matter.
--	--	--	---	---------------------	---	--	---

Progression of Expressive Arts and Design

Creating with Materials	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
	To create simple representations of people and objects To explore different techniques for joining materials (tape and PVA glue) To role play using given costumes and props	To use colours for purpose To share creations	To experiment with different mark making tools such as art pencils, pastels, chalk To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape)	To share creations and talk about the process To explore different techniques for joining materials (Glue Stick, PVA, Masking Tape, Tape, Split Pins) To make props and costumes for different role play scenarios	To know which primary colours you mix together to make secondary colours To plan what they are going to make (construction, junk modelling) To draw more detailed pictures of people and objects To manipulate materials	To know some similarities and differences between materials To learn about and compare artists To explore, use and refine a variety of artistic effects to express their ideas and feeling	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.

					To create observational drawings	To share creations, talk about process and evaluate their work To adapt work where necessary	
--	--	--	--	--	----------------------------------	---	--

	Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Being Imaginative and Expressive	To sing and perform nursery rhymes	To perform songs in the Christmas Play	To create musical patterns using untuned instruments	To associate genres of music with characters and stories	To Join in with whole school achievement assembly	To listen to poems and create their own	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well know nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music.
	To experiment with different instruments and their sounds	To learn and perform a poem at the Christmas Concert	To begin to create costumes and resources for role play	To create costumes and resources for role play	To move in time to music To learn dance routines	To create own compositions using tuned instruments	
	To talk about whether the like or dislike a piece of music	To begin to build up a repertoire of songs			To join in with whole school singing assemblies To act out well know stories	To invent their won narratives, making costumes and resources	
	To create musical patterns using body percussion To use costumes and resources to act out narratives	To use costumes and resources to act out narratives			To follow a musical pattern to play tuned instruments		