

Waddington Red	wood Primary Academ	y Recept	ion Long Term Plan		1 Ac	A PRIORY ACADEM
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Characteristics of Effective Learning	and experiences to draw or Active Learning: Children concentrate and k regulating, lifelong learners Creating and thinking critic	ideas and make links betwee	neir learning ter difficulties. They are pro wnership, accept challenges	oud of their own achiev s and learn persistence	ements. For children t	to develop into self-
Over Arching Principles	Positive relationships Children flourish with warm curriculum. Enabling environments Children learn and develop and passions and help them Learning and Development	who is constantly learning a n, strong and positive partne well in safe and secure envir n to build upon their learning at different rates. Some child	rs between all staff and par conments where routines a gover time.	rents/carers. This prom re established and whe	otes independence ac re adults respond to t	
	curriculum. We believe that positive relationships between	rimary Academy, we underst t the correct mix of adult led een staff and children, consis le that early year's education	, adult directed and child in stent routines and strong re	nitiated play ensures th elationships with paren	e best outcomes for p ts are key.	upils. Warm and
Enrichment	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
opportunities/wow moments	Autumn nature walk linked to the story Leaf Man Remembrance Day Harvest Festival	Bonfire Night Diwali Anti-Bullying week Children in Need Nativity/Christmas activities	Chinese New Year Internet Safety Day	Easter Egg hunts Making bonnets and other traditions Mother's Day	Platinum Jubilee Celebrations Visit from Farmer Andrew tbc Visit to Rand Farm	Visit to Lincoln castle Sports Day Transition activities Live caterpillars



		Visit to Transport	Egg incubators -	
	Advent Calendars	Museum	chicks	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
	Tell me a story!	Amazing Autumn!	Wonderful Winter!	Let's go on a Journey!	Amazing Animals	Discover and Grow!				
Communication	Educational Programme: The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth									
and Language	nteractions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults									
-C&L is	and peers throughout the day	in a language-rich environment	is crucial. By commenting on	what children are interes	ted in or doing, and echo	ping back what they say				
developed	with new vocabulary added, p	ractitioners will build children's	language effectively. Reading	frequently to children, a	and engaging them active	ely in stories, non-				
throughout the	fiction, rhymes and poems, and	d then providing them with exte	ensive opportunities to use and	embed new words in a	range of contexts, will g	ive children the				
year through	opportunity to thrive. Through	conversation, story-telling and	<b>l role play</b> , where children <b>sha</b>	re their ideas with suppo	ort and <b>modelling</b> from t	heir teacher, and				
high quality	sensitive questioning that invit	es them to elaborate, children b	pecome comfortable using a <b>ri</b>	ch range of vocabulary a	nd language structures.					
interactions,	Settling in activities Making	Settling in activities	Encourage the use of how	T4W <mark>We're going on</mark>	T4W Stuck in the	T4W "Jack and the				
daily group	friends	Develop vocabulary	and why questions e.g. why	<mark>a Bear Hunt</mark> and	<mark>Mud</mark> and Farmer	<mark>Beanstalk"</mark>				
discussions,	Children talking about	Discovering interests	did the ice melt? Why did it	information about	<mark>Duck</mark>	Retelling the story of				
circle times,	experiences that are familiar	Describing environment and	sink?	Bears using a range	Non-fiction texts	the "Hungry				
daily story	to them through news telling	seasonal changes. Retelling	Retelling T4W story Lost	of connectives. Next	<mark>about jobs people do</mark>	Caterpillar"				
time, speech	and circle time.	stories Gruffalo	and Found using new	after that then so	<mark>to help us in our</mark>	"SHH!"				
and language	Rhyme and alliteration.	Room on the Broom	language from the story	finally Encourage and	<mark>community visit from</mark>	Show and tell				
interventions,	Shared stories Model talk	T4W Gingerbread Man Once	Describing what they see	model this when	<mark>a vet. Listen to how</mark>	Read aloud books to				
T4W actions	routines throughout the day.	upon a time there was a	happening in the	children are telling	<mark>animals help us.</mark>	children that will				
and	E.g. arriving at school: Good	who lived	environment and in	their news.	Guide dogs and	extend their				
assemblies.	Morning etc. Developing	Word hunts	understanding the world	Goldilocks and the 3	hearing dogs, <mark>police</mark>	knowledge of the				
	story language "Once upon a	Listening and responding to	activities. Describing	Bears.	<mark>dogs.</mark>	world and illustrate				
	time"	stories.	different habitats using	Mrs Armitage on		their current				
	T4W Three little pigs	Following instructions	new vocabulary e.g. arctic	wheels Information	Re read some	learning.				
	Knowing what makes a good	(GBman making)	polar etc.	texts on Transport	favourite stories/					
	listener	Knowing how to be a good	Non Fiction -Penguin facts	Understand how to	stories we have used					
	Identifying environmental	listener	Listen and talk about	listen carefully and	in our learning to					
	sounds	Talking partners	stories to build familiarity	ask good questions	revisit and					
		Using repeated refrains in	and understanding. Learn	during news time.	consolidate					
		stories	rhymes songs and facts.	Sustained focus when	vocabulary and					
			Use the word because in a	listening to a story.	events.					
			sentence.							



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
	Tell me a story!	Amazing Autumn!	Wonderful Winter!	Let's go on a Journey!	Amazing Animals	<b>Discover and Grow!</b>			
Personal, Social and		dren's personal, social and emo Underpinning their personal de	,						
emotional	•	ble children to learn how to <b>und</b>	•	•					
development			-			-			
development		elop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as essary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.							
The red		n with other children, they lear							
flag symbol		children can achieve at school	_	ps, co-operate and resolve	connets peaceably. mese				
demarcates	Focus: Being myself and	Focus: Making and	Focus: Identifying different	Focus: My family and	Focus: Celebrating	Focus: Looking after			
themes	managing my behaviour	managing friendships	feelings and how these can	community	differences and	myself and others			
directly related	managing my benaviour		be managed	community	diversity				
to	Children learn about:	Children learn about:	Children learn about:	Children learn about:	Children learn about:	Children learn about:			
safeguarding	<ul> <li>Selecting and using</li> </ul>	How they can	Appropriate ways	Their sense of	How to	• The			
pupils.	activities and	express a point of	to be assertive	responsibility	develop	importance			
	resources, with	view and how to	(PSED).	and	positive	of brushing			
	help when needed	debate when they	• How they can talk	membership of	attitudes	their teeth,			
	(PSED).	disagree with an	with others to	a community	about the	using the			
	Why rules are	adult or a friend,	solve conflicts	(PSED).	differences	toilet and			
	important and why	using words as	(PSED).	<ul> <li>A range of</li> </ul>	between	washing and			
	they need to follow	well as actions	<ul> <li>Identifying and</li> </ul>	different	people (UTW).	drying their			
Managing Self	rules (PSED).	(CL).	naming a range of	occupations	<ul> <li>Different</li> </ul>	hands			
	How to see	Why listening is	different feelings	(UTW).	countries in	thoroughly			
	themselves as a	important and	(PSED).	<ul> <li>The roles of</li> </ul>	the world and	(PSED).			
	valuable individual	how they can	How they can talk	members of	talk about the	<ul> <li>How they</li> </ul>			
	(PSED).	listen carefully to	about and	their	differences	can make			
Self-Regulation	How to set	others (CL).	describe their	<mark>immediate</mark>	they have	healthy			
	themselves simple	How to find	feelings using	<mark>family</mark>	experienced or	choices			
	goals and how to	solutions to	words like	and community	seen in photos	about food,			
	achieve them	conflicts and	'happy', 'sad',	(UTW).	(UTW).	drink and			
	(PSED).	rivalries (PSED).	'angry' or	<ul> <li>People who are</li> </ul>	<ul> <li>The different</li> </ul>	physical			
	<ul> <li>How they can show</li> </ul>	How they can build	'worried' (PSED).	familiar	beliefs that	activity			
	resilience and	constructive and		to them (UTW).	people might	(PSED).			



Waddington Redwood Primary Academy	Red	ception Long Term Plan	l		A PRIORY ACADEMY
perseverance in the face of challenge (PSED).         Introducing snack time and healthy choices and why we have rules in school about healthy snacks.         Why do we need to brush our teeth?         Which foods are best for our teeth at school snack time? Which foods are just for a treat? Why?	respectful relationships with others (PSED). How to identify and express their feelings and how they need to consider the feelings of others (PSED). The importance of taking others perspectives into account (PSED).	<ul> <li>How to identify and recognise how others might be feeling (PSED).</li> </ul>	<ul> <li>Identifying places that are special to members of their community (UTW).</li> </ul>	have and how they celebrate special times in different ways (UTW). The similarities and differences between life in this country and life in other countries (UTW).	<ul> <li>The different factors that support their overall health and wellbeing: • regular physical activity • healthy eating • tooth brushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian (PSED).</li> <li>The need to respect and care for the natural environment and all living things (UTW).</li> </ul>
Self-Regulation <ul> <li>Controlling own feelings and</li> </ul>	l behaviours				
Applying personalised strates	gies to return to a state	of calm			
<ul><li>Being able to curb impulsive</li><li>Being able to concentrate on</li></ul>					



•	Being able to ignore distractions
•	Behaving in ways that are pro-social
•	Planning in plan do review time
•	Thinking before acting
•	Delaying gratification- intrinsic motivation
•	Persisting in the face of difficulty - resilience

<ul> <li>Persisting in the face of difficulty - resilie</li> </ul>	nce
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
	Tell me a story!	Amazing Autumn!	Wonderful Winter!	Let's go on a Journey!	Amazing Animals	Discover and Grow!			
Physical	ducational Programme: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor								
development	experiences develop incrementally	throughout early childhood, sta	arting with sensory exploratior	s and the development of	of a child's <b>strength, co-c</b>	ordination and			
	positional awareness through tum	my time, crawling and play mov	ement with both objects and a	dults. By creating games	and providing opportun	ities for play both			
	indoors and outdoors, adults can su	upport children to develop their	core strength, stability, balan	ce, spatial awareness, co	o-ordination and agility.	Gross motor skills			
	provide the foundation for develo	ping healthy bodies and social a	and emotional well-being. Fine	e motor control and pred	cision helps with hand-e	ye co-ordination,			
	which is later linked to early literac	<b>y.</b> Repeated and varied opportu	unities to explore and play with	small world activities, p	uzzles, arts and crafts and	d the practice of using			
	small tools, with feedback and supp	port from adults, allow children	to develop proficiency, contro	l and confidence.					
Fine Motor	Threading, cutting, weaving, playdough, finger gym activities. Manipulate objects with fine motor skills – making areas. Draw lines and circles using gross motor movements Hold pencils/crayons/brushes beyond whole hand grasp Supporting those children who need to develop a tripod pencil grip Teach and model correct letter formation through Read Write Ink Build with linking blocks for example duplo.	Threading, cutting, weaving, playdough, finger gym activities. Develop muscle tone to put pencil pressure on paper. Use tools to effect changes to materials. Show preference for dominant hand. Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation through Read Write Ink Cutting with scissors Pulling up zips on coats (backward chaining) Build with connecting construction kits which click together – e.g. mobile, train track etc.	Threading, cutting, weaving, playdough, finger gym activities. Forming letters correctly through read write ink. Handle tools, objects, construction and malleable materials with increasing control. Using tools safely to release penguins from ice. Holding small items when making in creative areas (winter collages small sequins tearing papers to create winter scenes. Encouraging children to button up clothing with increasing independence and initiating zip fastenings. Build with smaller linking construction blocks including Lego	Threading, cutting, weaving, playdough, finger gym activities. Hold pencil effectively with comfortable tripod grip. Form recognisable letters, most are correctly formed. Build with smaller linking construction including and Kinex Using tools such as hole punch stapler and threading with string and wool in the making areas.	Threading, cutting, weaving, playdough, finger gym activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks Cut along a straight line, curved line with greater accuracy using scissors. Using gardening tools safely with increased control.	Threading, cutting, weaving, playdough, finger gym activities. Form letters correctly Begin to draw diagonal lines, like in a triangle, colour inside the lines of a picture. Continue to be able to join and pull apart small construction kits.			
Gross Motor	Cooperation games including parachute games. Climbing the tree safely in outdoor area. Learning how to jump safely from lower branches.	Moving in different ways changing direction. Fundamental skills of core strength balance and spatial awareness. Using balance bikes	Ball skills- aiming , dribbling, pushing throwing & catching, patting or kicking.	Balance – children moving with confidence. Provide opportunities for children to spin, rock, tilt, jump, slide and bounce.	Obstacle activities Children moving over, under, through and around equipment. Provide opportunities for children	Races/team games/agility games Bat and ball games bean bag rounder's.			



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	Different ways of moving to be explored Fundamental skills core strength and balance.				to spin, rock, tilt, jump, slide and bounce.	
PE	Get Set 4 PE: EYFS Introduction to PE x 6 exploring ways of moving	Get Set 4 PE: EYFS Fundamentals x 6	Get Set 4 PE: EYFS Ball Skills Unit 1 x 6	Get Set 4 PE: EYFS Gymnastics x 6	Get Set 4 PE: EYFS Ball Skills Unit 2 x 6	Get Set 4 PE: EYFS Games x 6
PPA Miss Sammy	Yoga and dance with Miss Sammy Dance based on story theme for the term. Yoga to build up core stability.	Yoga and dance with Miss Sammy Dance based on story theme for the term (the Gingerbread Man). Yoga to build up core stability.	Yoga and dance with Miss Sammy Dance based on story theme for the term. Yoga to develop core stability.	Yoga and dance with Miss Sammy Dance based on story theme for the term. Yoga to develop core stability.	Yoga and dance with Miss Sammy Dance based on story theme for the term. Yoga to maintain core stability.	Yoga and dance with Miss Sammy Dance based on story theme for the term. Yoga to maintain core stability.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Tell me a story!	Amazing Autumn!	Wonderful Winter!	Let's go on a Journey!	Amazing Animals	Discover and Grow!
Literacy	comprehension (necessary for bo fiction) they read with them, and printed words <b>(decoding</b> ) and the structuring them in speech, before		birth. It only develops when adult gether. Skilled word reading, taug nted words. Writing involves tran	s talk with children about th ght later, involves both the s scription (spelling and hand	ne world around them and the speedy working out of the pro lwriting) and <b>composition (art</b>	e books (stories and non- nunciation of unfamiliar
Comprehension	Joining in with rhymes and showing an interest in stories with repeated refrains. Environmental print. Having a favourite story or rhyme. Understand the 5 key concepts abut print 1. Print has meaning 2. Print can have different purposes 3. We read English texts from left to write 4. and from top to bottom 5. The names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story.	Retell stories related to events Through acting out scenarios in role play areas. Retelling stories using story maps and Pie Corbett actions to retell the story – Story maps. Editing of story maps and orally retelling own new stories where the animals the GBM met have changed. Sequencing stories – use the vocabulary of beginning, middle and end. Enjoy an increasing range of books. Talk about the library books they have taken home. Non-fiction focus Autumn and celebrations of Diwali, Bonfire Night and Christmas.	Encourage children to record stories through pictures/drawings and mark making. Retelling stories using story maps and Pie Corbett actions to retell the story – Story maps. Editing of story maps and orally retelling own new stories where the character at the door has changed and the place they travel to (setting) have changed. Sequencing stories – use the vocabulary of beginning, middle and end. Enjoy an increasing range of books. Talk about the library books they have taken home,	Retelling stories using story maps and Pie Corbett actions to retell the story – Story maps. Editing of story maps and orally retelling own new stories where the environments and (sound effects) that they walk through change and what they are hunting for use their new story map to write their own version of Bear Hunt Writing instructions how to ride a scooter ( stimulus from Mrs Armitage on wheels)	Understanding information texts about animals and groupings/categories Listening to and understanding information about how animals help us and our community, and who in the community helps them. (local vet, local dog groomer) Talk for writing Farmer Duck stimulus understanding why events in the story happened, understanding and	Listen to stories accurately, anticipating key events and respond to what they hear with relevant comments, questions and reactions. Make predictions Understand language Blurb, spine, illustrations illustrator author and title.



Waddington F	Redwood Primary Acade	emy Rece	ption Long Term Plan	1		A PRIORY ACADEM
Word Reading	Recognising initial sounds Read Write Ink phonics Engage in extended conversations about stories, learning new vocabulary. Retell stories related to events Through acting out scenarios in role play areas. Retelling stories using story maps and Pie Corbett actions to retell the story – Story maps. Through Read write ink pho		describing beginning middle and end. Non-fiction focus Penguins		using vocabulary from the story. E.g. <i>"stole"</i> down the hall Use story language when acting out a narrative Explain and describe the main events in a story character/event/setting	
	Initial sounds, oral blending developing phonic knowled	, Fred talk to segment. Readi ge.	ing sounds "speedily" Listen	to children read aloud	, ensuring books are cor	isistent with their
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Tell me a story!	Amazing Autumn!	Wonderful Winter!	Let's go on a Journey!	Amazing Animals	Discover and Grow!
Writing	Texts as a Stimulus The 3 Little Pigs Handa's Surprise Nursery Rhymes Goodnight Moon Oi Frog! Series The Little Red Hen	Texts as a Stimulus The Gingerbread Man The Gruffalo Leaf Man Room on the Broom Stickman Dear Santa Harvey Slumfenburger's Christmas present The Christmas Story	Texts as a Stimulus Lost and Found Jack Frost The Gruffalo's child Up and Down – Oliver Jeffers (follow on from Lost and Found)	Texts as a Stimulus We're going on a Bear Hunt Mr Gumpy's Outing/Motor car Mrs Armitage on Wheels Whatever Next Goldilocks and the 3 Bears.	Texts as a Stimulus Farmer Duck Stuck in the Mud (Pi Corbett) Rosie's walk What the Ladybird Heard Henrys Map	Texts as a Stimulus Jack and the Beanstalk Bodge plants a seed Jasper's Beanstalk SHH! Oliver's vegetables The Very Hungry Caterpillar It Starts With a Seed Titch
	Children will be experimenting with mark-making and writing patterns in a range of mediums. They will begin to develop a dominant hand and work towards a tripod grip. Children will start to give meaning to marks and labels.	Labelling using initial letter sounds Orally telling stories sometimes with adults acting as scribes. Writing cvc words to label characters from the Gingerbread Man	Guided writing about characters from lost and found He is sad because Role play Lost and found office writing posters for lost things Writing clues for explorers in the outdoor area Go to the	Drawing and labelling our own story maps. Writing captions and labels about journeys and <u>how things work.</u> How to use a balance bike scooter etc.	Writing for a purpose in role play vet's (forms about pets) Writing information about animals using all/most and some to structure information writing.	Writing diaries about growth of plants. Innovating story of Jack and the Beanstalk and writing own versions. Using phonic knowledge.



Writing initial sounds during	Draw maps and label events in	Factual writing about penguins	Labelling own bike	Forming lowercase and	Character descriptions
Read Write Ink	stories such as Harvey	Penguins are/can have	design based on Mrs	capital letters correctly.	Jack and the Giant.
Use initial sounds to label	Slumfenburger's Christmas		Armitage's bike.		Information writing
characters and images	Present.		-		about <del>castles in the</del>
Begin to write letters from their			Writing lists what to		<del>past. <mark>About minibeasts.</mark></del>
name.	Sequence stories such as room		take on a journey		
	on the broom and the				Recount trip to the
	Christmas story				<del>castle.</del>
	Writing simple captions based				Beginning to use capital
	on stories e.g. from Dear Santa				letters and full stops.
	He got me a but it was too				

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Mathematics Use of the Power Maths scheme	Educational Programme: Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.						
	Number and place value Unit 1 Numbers to 5 Week 1 Counting to 1,2 and 3 Week 2 Counting to 4 Week 3 Counting to 5	Week 7 2D shapes <u>Number addition and</u> <u>subtraction-</u> Unit 4 change within 5 Week 8 One more Week 9 one less	Number and Place value Unit 7 Numbers to 10 Week 1 counting to 6,7 and 8 Week 2 Counting to 9 and 10	Number addition and subtraction Unit 11 Number bonds to 10 Week 7 using a ten frame	Number addition and subtraction Unit 14 Counting on and counting back Week 1 adding by counting on	Geometry properties of shape Unit 18 Shape Week 7 composing and decomposing shapes	



Waddington Redwood Primary Academy         Unit 2 Comparing groups         within 5         Week 4 Comparing         quantities of identical         objects         Week 5 comparing         quantities of non-identical         objects         Quantities of non-identical         objects         Geometry- properties of         shape         Unit 3 shape         Week 6 3D shapes	ucing the lelWeek 3 comparing groups up to 10Unit 12 Subtraction Week 9 subtractionDerties of erties of Week 4 Combining 2Number addition and Subtraction Unit 13 Exploring patternsGeometry properties of shape Unit 13 Exploring patterns	Week 2 taking away by counting back Number and Place value Unit 15 Numbers to 20 Week 3 counting to and from 20 Number multiplication and division Unit 16 Numerical patterns Week 4 doubling Week 5 halving and sharing Week 6 odds and	A PRIORY ACADE Number and place value Unit 19 Measure Week 8 volume and capacity Number addition and subtraction Unit 20 Sorting (optional) Week 9 sorting into 2 groups Measurement Time (optional) Week 10 my Day
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
	Tell me a story!	Amazing Autumn!	Wonderful Winter!	Let's go on a Journey!	Amazing Animals	Discover and Grow!		
Understanding	Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range or							
the world	children's personal experienc	hildren's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important						
	members of society such as p	olice officers, nurses and firefighters. In	addition, listening to a br	oad selection of stories, n	on-fiction, rhymes and p	ooems will <b>foster their</b>		
Past and	understanding of our cultura	lly, socially, technologically and ecolog	ically diverse world. As w	ell as building important k	nowledge, this extends	their familiarity with		
present	words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.							
People,	<ul> <li>Becoming familiar</li> </ul>	<ul> <li>Show an understanding</li> </ul>	<ul> <li>Winter walks</li> </ul>	<ul> <li>Spring walk,</li> </ul>	<ul> <li>Learn about</li> </ul>	<ul> <li>Learn about</li> </ul>		
	with their new	of seasonal changes,	around the	exploring	the life	the life cycle		
culture and	school setting,	how do we know it is	school	changing	<del>cycle of a</del>	<mark>of a butterfly</mark>		
communities	navigating around	Autumn? Can the	grounds what	<mark>seasons and</mark>	butterfly	<ul> <li>Discuss how</li> </ul>		
The natural	new classrooms		are the signs	looking for	<ul> <li>Learn about</li> </ul>	<mark>we should</mark>		
world	and outdoor area-		of winter.		the	<mark>care for our</mark>		



create treasure hunts to fuld plac/objects within our learning environment.children find signs of Autumn?e. Exploring why we have frost and lee.using beir string stringdifferent string string and the schoolnatural word and the school• Share their family photo books they made in the holidays as a bout the dagers of transition object.Using their 5 senses on an Autumn walk, name could smell a talk are frostierinvestigating why some why some<	ngton neuwood i minary Acad	спу песерно				
<ul> <li>place/objects</li> <li>Using their 5 senses on an Autumn walk, name environment.</li> <li>Share their family made in the bolidays as a transition object.</li> <li>bare their senses of and utumn walk, name environment.</li> <li>Share their family made in the bolidays as a transition object.</li> <li>berries and toadstools transition object.</li> <li>berries and toadstools touch when on a walk.</li> <li>froaty them. Describe what the relation grounds – acorn conker and the class and add to this as the year progresses.</li> <li>Build a timeline and file.</li> <li>Celebration and eclebrations and events stories about formile.</li> <li>Explore thes and the class and add to this as the year progresses.</li> <li>Reed non-fiction and file.</li> <li>Explore thes and why we and/ or others remember/ celebrating how families.</li> <li>Explore thes and why we and/ or others remember/ celebrating how families.</li> <li>Explore thes and why we and/ or others remember/ celebrating how families.</li> <li>Explore hows families.</li> <li>Explore hows families.</li></ul>					different	
<ul> <li>within our learning environment.</li> <li>Share their family photo books they walk and I could hear I could hear I could hear I outdoor area hunt. Mris explore the the require and to adstools they could smell a talk are fostier than others. Wheels and jobs on a hear a farmer duck explore the walk and I could hear I outdoor area hunt. Mris explore the walk and I could hear I outdoor area hunt. Mris explore the walk and I could hear I outdoor area hunt. Mris explore the walk and I could hear I outdoor area hunt. Mris explore the walk and I could hear I outdoor area hunt. Mris explore the walk and I could hear I outdoor area hunt. Mris explore the walk and I could hear I outdoor area hunt. Mris explore the walk and I could hear I outdoor area hunt. Mris explore the walk and I could hear I outdoor area hunt. Mris explore the walk and I could hear I outdoor area hunt. Mris explore the walk area forstier and what we shouldn't hunts on motor car people walk there eris outdoor area hunts on hear and what we shouldn't hunts on mornings. theme of out environment.</li> <li>Name and familiar to which are commonly found in our school which are commonly found in our school the grounds - acorn conker melt quicker to release bark pine needles.</li> <li>Build a timeline ain the class and add to this as the very aprogresses. and why we and / or and fictional commerorate/celebrate including Harvest festival stories about families are unique and special for the story of a boort for hear of the store in coulding harvest festival stories about families are unique and special how are can families are unique and special how or families are unique and special how we hard hear are on the area of the store and why we and / or addit to his as the celebrations and events and fictional commerorate/celebrate hear area of the store and how are their area area of the store and hear area of the store</li></ul>		Autumn?	we have frost			
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				related to		, .
			why are polar	direction.		



#### Waddington Redwood Primary Academy **Reception Long Term Plan** wold finding out about homes and bears in and Making Make flat ٠ families. danger? porridge changed? bread different traditions and Introduce birthday and flap linked to Make soup ٠ where these countries Comparing ٠ ٠ wheat and linked to chart, can the <del>jack</del> habitats are on a globe. Oliver's children talk about designing farming. Find out ٠ Drawing maps based on • Vegetables. events in their <del>own</del> about famous stories (Gingerbread own lives holidays healthy explorers past Man) and birthdays? flap jack and present. Understanding what is • what will Through the story ٠ Exploring • meant by hibernation of the 3 little pigs you add? objects which and which animals do explore the float and sink. materials the this. • Can they • houses were made Baking gingerbread men. make a from. Using technology to play plasticine • Test which is the phonics games and boat/tin foil strongest. numbots. boat float? Look at maps of • Test their • our locality can boats for they find our strength and school the park? waterproof qualities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Tell me a story!	Amazing Autumn!	Wonderful Winter!	Let's go on a Journey!	Amazing Animals	Discover and Grow!	
Expressive	Educational Programme: The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that						
Arts and	children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality						
Design	and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to						



communio	ate through the art	s. The frequency, repetition	and depth of their experien	ces are fundamental to	o their progress in inte	rpreting and
appreciati	ng what they <b>hear, r</b>	espond to and observe.				
Join in with	familiar songs as	Join in with familiar songs as	Join in with familiar songs	Join in with familiar	Join in with familiar	Join in with familiar
part of dail	y routines	part of daily routines	as part of daily routines	songs as part of daily	songs as part of daily	songs as part of dai
Days of the	week song, weather	Days of the week song,	Days of the week song,	routines	routines	routines
song and h	ello/goodbye songs.	weather song and	weather song and	Days of the week	<mark>Days of the week</mark>	Days of the week
		hello/goodbye songs.	hello/goodbye songs.	song, weather song	song, weather song	song, weather song
Sing call an	d response songs			and hello/goodbye	and hello/goodbye	and hello/goodbye
(music expr	ress), echoing		Music express – loud and	songs.	<mark>songs.</mark>	<mark>songs.</mark>
phrases ad	ults sing.	Rangoli patterns – Diwali	quiet			
Music expr	ess beat and tempo	Clay Divas	- Winter	Music express	<mark>Music express</mark>	Printing mono
– special pe	eople		- storm	-working world	Loud and quiet	printing and tile
		Performing to an audience		-our town	<mark>-Caterpillar</mark>	printing based on
Autumn ob	ject pictures, natural	learning Christmas play	Creating wintry		<mark>-minibeasts</mark>	images of plants ar
art		songs and dances.	background using different	Use reclaimed		or castles.
(link to And	ly Goldsworthy)		textures, adding different	materials to make	Digital collage signs	
		Salt dough gingerbread men	layers then printing on top	sculptures of	of Spring	
Exploring se	ounds body	Christmas cards and	using textured stampers.	transport. Paint and		
percussion.		decorations		<mark>finish.</mark>	Tinga art use this	
Exploring p			Observational pastel		style to create	
instrument	s and how they can	Small world 3 little pigs,	drawings of penguins	Observational	paintings of farm	
be played t	apping, shaking,	room on the broom and		drawings of bears	animals or mini	
scraping et	с.	Nativity scenes.		and creating different	beasts.	
			Thumb pot penguins in clay	textures through		
Drawing se	lf portraits	Role play a house at		rubbings to make a	<mark>Role play vets</mark>	
		Christmas to act out	Role play deconstructed	collage bear.		
	material houses.	Christmas traditions	role play area, to build a			
•	rent textures and	Santa's workshop	boat using the story Lost			
	o make houses for	Stable in Bethlehem.	and Found as a stimulus			
the 3 little	-		Lost and found office –			
Role play h	ouses.		mark making role play			