

Topic	Sequencing Knowledge and Skills: Reception Long Term Planning Overview					
	Autumn term 1	Autumn term 2	Spring term 3	Spring term 4	Summer term 5	Summer term 6
	Topics of Interest based on Children's interests- See ITMP board					
Drawing Club/T4W  Rich Texts	<b>Local Area</b>  Three Little Pigs  Gruffalo	<b>Food</b>  Kitchen Disco  Little Red Hen	<b>Animals Around the World</b>  Rumble in the Jungle  Little Red Riding Hood	<b>Growing</b>  Oliver's Vegetables  Jack & the Beanstalk	<b>Farm</b>  Billy Goats Gruff  Wonky Donkey	<b>Seaside</b>  Tiddler  Stella and the Seagull
Helicopter Stories Poetry Basket	Chop Chop	Pointy Hat	A Little House	Carrot Nose	The Fox	I have a Little Frog
Knowledge Progression	Week before start of Topic- What do the children already know? Mind Map-organise knowledge to scaffold under Prime and specific areas End of topic- What do they know now?					
Skill's Progression	See Skill Progression Nur-Year 2 Reception Skill Progression					
Math's White Rose/ NCETM/ Number Blocks	Numbers to 5 Time 2D Shapes		Numbers to 10 Number Bonds Numerical Patterns Time 2D Shapes		Numbers to 20 Numerical patterns Count on and Back 2D Shapes Doubles/Halves Patterns Measure	

Phonics	<p style="text-align: center;">Read Write Inc Program</p> <p style="text-align: center;">Assessment- half termly</p>					
<b>PSHE- Cambridgeshire Primary Personal Development Program</b>	<p style="text-align: center;">Myself &amp; My Relationships Beginning and Belonging (BB F)</p> <p style="text-align: center;">Myself &amp; My Relationships Family and Friends (FF F)</p>	<p style="text-align: center;">Citizenship Identities &amp; Diversity (ID F)</p>	<p style="text-align: center;">Myself &amp; My Relationships My Emotions (ME F)</p>	<p style="text-align: center;">Healthy &amp; Safer Lifestyles Healthy Lifestyles (HL F)</p>	<p style="text-align: center;">Healthy &amp; Safer Lifestyles My Body &amp; Growing Up (BG F)</p> <p style="text-align: center;">Healthy &amp; Safer Lifestyles Keeping Safe (KS F)</p>	<p style="text-align: center;">Citizenship Me &amp; My World (MW F)</p>
<b>Enhancements/ Visits/Events</b>	<p>Local Area walks to the church and park.</p>	<p>Food of the World Feast</p> <p>Pumpkin Carving</p> <p>Theatre</p>	<p>Reptile Man visit</p> <p>Swan Meadow</p>	<p>Grow Bean plants</p> <p>Vegetable tasting</p>	<p>Farm visit</p>	<p>Aquarium Trip</p>
<b>Important Days / Celebrations</b>	<p>Home visits - Nursery</p>	<p>31<sup>st</sup> Oct Halloween 5<sup>th</sup> Nov Fireworks 11<sup>th</sup> Nov Remembrance 12<sup>th</sup> Nov Diwali 18<sup>th</sup> Nov Children in Need 7-12<sup>th</sup> Dec Hanukkah 8<sup>th</sup> December Xmas Jumper Day 1<sup>st</sup> December</p>	<p>2<sup>nd</sup> Feb NSPCC Number Day 13<sup>th</sup> Feb Pancake Day 10<sup>th</sup> Mar Mother's Day 11<sup>th</sup> Mar St Patrick's Day</p>	<p>9/10<sup>th</sup> Apr Eid</p>	<p>16<sup>th</sup> Jun Father's Day</p>	<p>Transition Graduation Home Visits</p>

<b>Parent Involvement</b>	Harvest Festival	Parent's Evening Joint Nativity	Spring Activity Day	Parents Evening	Den Building/Sports Activity Day	Reports Sports Day
<b>Environment</b>	Stimulating, effective, challenging, creative, immersive Regular reflection on the quality and effectiveness of the environment and provision.					
<b>Quality Interactions</b>	Keyworkers and adults need to effectively 'tune in' to children and respond to their needs through sensitive, playful interactions and thoughtful planning. How effective are your interactions? Do they encourage thinking and provide challenge in your learning environment? Observations: In the moment observations, group observations, timed observations and summative assessments					
<b>British Values</b>	<b>Mutual respect</b> We are all unique.  We respect differences between different people and their beliefs in our community, in this country and all around the world.  All cultures are learned, respected, and celebrated	<b>Mutual Tolerance</b> Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others.  Mutual tolerance of those with different faiths and beliefs and for those without faith.  Done through celebrations	<b>Rule of law</b> We all know that we have rules at school that we must follow.  We know who to talk to if we do not feel safe.  We know right from wrong.  We recognise that we are accountable for our actions.	<b>Individual liberty</b> We all have the right to have our own views.  We are all respected as individuals.  We feel safe to have a go at new activities.  We understand and celebrate the fact that everyone is different.	<b>Democracy</b> We all have the right to be listened to.  We respect everyone and we value their different ideas and opinions.  We have the opportunity to play with who we want to play with.	

			<p>We must work together as a team when it is necessary.</p> <p>Class rules</p>		<p>We listen with intrigue and value and respect the opinions of others.</p>	
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