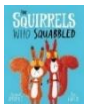
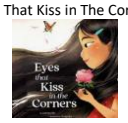
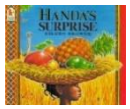
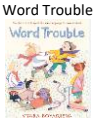
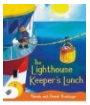
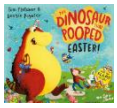
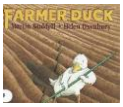
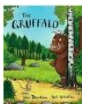
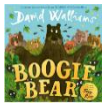
Long Term Sequence: Reception

	Autumn Term		Spring Term		Summer Term	
Topic	*All About Me*	*Special Times*	*The World Around Me*	*The Big Blue*	*On the Farm*	*In the Woods*
High-Quality Texts Magic of Story	The Tiger who came to Tea  Our class is a family  Pink is for boys  The squirrels who squabbled  How to catch a star  The colour monster  The Boy with Flowers in His Hair 	Goldilocks and the 3 bears  Pumpkin Soup  The Nativity Story  And Tango Makes Three  My Bindi  Luna Loves Christmas  You must bring a hat 	The 3 Billy Goats Gruff  Eyes That Kiss in The Corners  Handas Surprise  Just like Grandpa Jazz  Word Trouble  Full Full Full of Love 	The Rainbow Fish  The fish who could wish  Baby Turtle (Non Fiction)  The Lighthouse keepers Lunch  The Ocean Gardener  The Dinosaur that pooped easter 	Jack and the Beanstalk  Farmer Duck  What the Ladybird Heard  The tiny seed  There's a pig up my nose  That's Not a Daffodil! 	The Gruffalo  Billy and the Beast  Owl Babies  The best test  Stanley's stick  The Boogie Bear 
Core Rhymes	I Can Sing A Rainbow Brush Your Teeth	The Grand Old Duke London Bridge Here We Go Round The Mulberry Bush	Hey Diddle Diddle Twinkle Twinkle Little Star	Jack And Jill Hickory Dickory Dock	Old Macdonald Had A Farm 3 Blind Mice Little Bo Peep	Animal Fair I'm A Little Teapot A Sailor Went To Sea
	Through the use of talking floor books: Ourselves, our family What our school is like How we have changed from babies	**Through the use of talking floor books:** Celebrations Autumn changes	**Through the use of talking floor books:** Winter changes and weather Where we live and the local area Comparison with another city in the world	**Through the use of talking floor books:** Pollution Sea creatures Whales and dolphins	**Through the use of talking floor books:** Life cycles of chicken Farm animals and food Our teeth and oral health Growing outdoors	**Through the use of talking floor books:** Woodland animals Trees and plants in the woods Nocturnal animals Birds in the woods Changes/transition
Communication and Language	Learning and applying new vocabulary. Understands stories without pictures. Understands instructions with 3 parts. Talk about things that have already happened or will happen in the future with a good understanding of time. Use longer sentences with more detail. Communicate with friends and adults and be understood easily. Take turns in conversations and stay on the same topic. Maintains attention and stays at an activity without reminders.		Use sentences that are well formed and put longer sentences together. Able to describe the meaning of words and ask what words mean. Re-tell short stories they have heard and use language that makes it sound like a story and make up their own stories. Ask relevant questions or make relevant comments. Understand words that describe sequences such as first/next and longer list of instructions. Use talk to take on different roles in imaginative play, interact and negotiate with people and take turns in longer conversations.		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 conversation when engaged in back-and-forth exchanges with their teacher and peers. Express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions.	

	Autumn Term		Spring Term		Summer Term	
Topic	*All About Me*	*Special Times*	*The World Around Me*	*The Big Blue*	*On the Farm*	*In the Woods*
Personal, Social and Emotional Development (PSHE)	**Being Me In My World** Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	**Celebrating Difference** Identifying talents Being special Families Where we live Making friends Standing up for yourself	**Dreams and Goals** Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	**Healthy Me** Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	**Relationships** Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	**Changing Me** Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
	Building new relationships. Learn new routines and expectations. Manage handwashing and thing own things Feed themselves with a knife and fork. Learning to share and take turns. Follow routines and expectations. Recognise emotions of their own and others.		Have respectful relationships. Solve conflict and find ways to calm. Understand rules and follow them.		Regulate their behaviour. Set goals and work towards them. Control impulse. Give attention and follow several instructions. Show confidence in trying a new activity. Manage their own hygiene. Be resilient even in the face of a challenge. Play co-operatively and have positive attachments. Explain right from wrong.	
Physical Development	**Fine motor** Can form most letters correctly Draws recognisable pictures with a level of detail Copies patterns | - O / \ X U Δ Cuts around a picture or shape with scissors Forms some letters correctly		**Fine motor** Cuts skilfully along curved line Uses correct letter formation with dynamic tripod grip Uses cutlery confidently. Forms the majority of letters accurately		**Fine motor** Hold a pencil effectively in preparation for fluent writing using the tripod grip Use a range of small tools, including scissors, paint brushes & cutlery Begin to show accuracy & care when drawing Negotiate space & obstacles safely, with consideration for themselves & others	
	Gross Motor Rides trike with good awareness of space, turning skilfully Catch & bounce a large ball Moves & creates movement to music Hits ball with bat.		**Gross Motor** Skips & hops forwards Moves with rhythm to music Climbs safely & competently Balances along a narrow line		**Gross Motor** Demonstrate strength, balance & coordination when playing Move energetically such as running, jumping, dancing, hopping, skipping & climbing	
	N/A	Begin to go the hall practising behaviour expectations, taking shoes and socks off in the hall and finding a space. Play simple games using the PE game cards in the outdoor area.	Full lessons commence with full PE kit. Fundamental Movement Skills Unit 1	Ball skills Unit 1	Gymnastics Unit 1	Athletics
Literacy	**Comprehension** Retell stories in the correct sequence. Draw on language patterns of stories. Say how they feel about stories and poems, what parts of the story they liked or disliked and favourite character. Answer a range of questions about a story including why/how questions.		**Comprehension** Recall the main points in text in the correct sequence. Use own words and include new vocabulary. Talk about themes of simple texts e.g. perseverance, good v evil.		**Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate 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/Phonics 15-30 minute lessons 1A-1C groups Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Reads a few common exception words.		**Word Reading/Phonics** 30-40 minute lessons 1C-Red groups Read some letter groups that each represent one sound and say sounds for them – ch, sh, th, ng, nk, qu Read simple phrases and sentences made up of words with known letter–sound correspondences and increasing number exception words.		**Word Reading/Phonics** 1-hour lessons Red-Purple groups 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.	
	Writing Forms letters within their name without name card to support. RWI handwriting phrases to learn correct letter formation. Oral storytelling and sentence building Labelling pictures with initial sounds. Use known GPCS to write CVC words with scaffold of phoneme frame. Begin spelling in RWI. Autumn 1: Prewriting shapes. Autumn 2: PenPals handwriting.		**Writing** Continue to learn action words (red words). Learn to read and write and write within dictated sentences. Children use GPCS to write CV and CVC words. Writing a simple caption/ copying from teacher model. Continue to develop handwriting ensuring letter formation is precise and starts/ finished correctly. Hold a sentence and spelling within RWI.		**Writing** Continue to practise letter formation; children should write recognisable letters, most of which are correctly formed. Continue spelling in RWI and in Literacy; children should spell words by identifying sounds in them and representing the sounds with a letter or letters. Teacher to dictate and model sentence and children to write simple phrases and sentences that can be read by others. Children to build up to writing 3-4 sentences.	
Mathematics	**Mastering Number** **White Rose-** Getting to know you Just like Me Matching Sorting Comparing Size, mass, capacity Simple pattern	**White Rose-** It's me 123 Represent 1,2,3 Compare 1,2,3 Compose 1,2,3 Circles &triangles Spatial Awareness	**White Rose-** Light and dark Number 4 Number 5 One more & one less 4 sided shapes Night and day	**White Rose-** Alive in 5 Introducing 0 Comparing up to 5 Composition of 4 and 5 Mass and Capacity	**White Rose-** Growing 6,7,8 6,7,8 Making pairs Combining 2 groups Length and height Time	**White Rose-** Building 9 and 10 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Patterns Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning 2x Adding more Taking away

	Autumn Term		Spring Term		Summer Term	
Topic	*All About Me*	*Special Times*	*The World Around Me*	*The Big Blue*	*On the Farm*	*In the Woods*
Understanding the World (Big Ideas)	**Past and Present (History)** Talking about learning last week/yesterday. Black History week. Talk about parents and family and their job role. Family tree - looking back at past pictures e.g. of grandparents.	**Past and Present (History)** Talking about learning last week/yesterday. Talk about birthdays and family celebrations. Talk about Christmas presents/toys in the past. Guy Fawkes	**Past and Present (History)** Talking about learning last week/yesterday. Transport in the past and now through images. Learn about Amelia Earheart.	**Past and Present (History)** Talking about learning last week/yesterday. Looking at pirates in the past famous- Blackbeard	**Past and Present (History)** Talking about learning last week/yesterday. Talk about farms in the past and now (using pictures). Talk about famous person Jeremy Clarkson with a farm.	**Past and Present (History)** Talking about learning last week/yesterday.
	People, culture & community (Geography) Just like grandpa Jazz story- links to another country- Mauritius- Africa. Become familiar with the environment outside school e.g. roads, shops, roundabout, buildings, houses(from school fence). Walk to the library to look at what is around the local area. Know that they live in Intake, Doncaster which is a city. Look at another city the capital city of London – key story, images and google earth. Talk about the weather using pictures and exploring outside.	**People, culture & community (Geography)** Reading quality text "Julian Is a Mermaid" set in another place. Other options: "My Granny Went to Market". Plot a route around school for school photos e.g. over to other building. Children will know that Christmas is celebrated differently around the world from picture and books.	**People, culture & community (Geography)** Talk about where some of our families come looking on a map and know they are a long journey away. Looking at where family come from in the UK and across the world on a map. Key features of the place. Recap of London being the capital city and what is there. Continue to explore different places around the world through the reading of "Handa's Surprise", "Mama Panya's Pancakes". Notice the difference within pictures in the books of Africa and houses. Look at an actual photo of African village.	**People, culture & community (Geography)** Follow a map going to the seaside and tick off things they see on the way. Look at a world map and know we have seas/oceans around the world. Using interactive and actual globe etc (the blue is the ocean and green is land) Use key texts to link to flying over oceans e.g. Amelia Earheart. Look at pictures of seaside and the features- cliff, rockpool, sand, sea, tide.	**People, culture & community (Geography)** Be able to look at a map of a farm and discuss what we typically see on the farm. Follow a map and draw a map.	**People, culture & community (Geography)** Be able to recognise a familiar route to our local wood and name the features they see on the way there. Children will know that a wood is a collection of trees and plants. Children will know some natural features of our woods.
	People, culture & community (RE) Which people are special and why? – (Mary, Jesus, The Magi) **Believing** Talk about their family and people in the community e.g. neighbours. The proudest blue- link to other cultures and celebrate difference.	**People, culture & community (RE)** Celebrations – Christmas, birthdays & Diwali The Nativity Learn about the family traditions of children in class from different cultural backgrounds.	**People, culture & community (RE)** Which places are special and why? - **Expressing** Have family members in to share interests/ talents e.g. parents who can bake/DIY/police etc In every house on every street- link to other cultures and celebrate difference.	**People, culture & community (RE)** Which times are special and why? (Easter) – **Believing** Have family members in to share interests/ talents e.g. parents who can bake/DIY/police etc	**People, culture & community (RE)** What is special about our world? - **Living** Sunflower sisters- link to other cultures and celebrate difference. Nen The Lonely Fisherman - culture and LGBT Being special: where do we belong? **– Living**	
	The Natural World (Science) Seasonal changes and weather. Natural materials- conker, leaf, husk, acorn, mushrooms, berries.	**The Natural World (Science)** Seasonal changes and weather. Clothing linked to the season. Changes in matter - melting and freezing. What else melts? Observe and draw birds, bugs and nature in Autumn. Changes in matter candles (Christingles/birthdays)	**The Natural World (Science)** Seasonal changes and weather. Clothing linked to season. Plant bulbs and seeds. What does it need to grow? Talk about forces – the wind. Differences in weather here and in Africa.	**The Natural World (Science)** Seasonal changes and weather. Clothing linked to the season. Ocean animals. Floating and sinking. Looking after our oceans. Natural materials- sand, glass, water, plastic. The environment in Australia's Great Barrier Reef. Observe and draw birds, bugs and nature in Summer.	**The Natural World (Science)** Seasonal changes and weather. Observe plants and care for plants. Record changes and talk about parts. Observe and care for animals. Learn and observe changes in baby animals. The life cycle of a chick. Draw animals and the life cycle of a chick as it changes.	**The Natural World (Science)** Seasonal changes and weather. Plants and growing. Types of garden plants. Changes in matter - melting chocolate. Liquid and solid. Natural materials - petals, grass, wood. Observe and draw birds, bugs and nature in Spring.
Expressive Arts and Design	**Creating with materials (Art)** Basics of painting and drawing with a range of media.	**Creating with materials (Art)** Printing with paint and basic paper collage. **Andy Goldsworthy art** 	**Creating with materials (Art)** Exploring collage and colour mixing.	**Creating with materials (Art)** Stencils and paint, joining and junk models.	**Creating with materials (Art)** Junk modelling and observation painting. **Vincent Van Gogh – *Sunflowers link to Sunflower Sister book*** 	**Creating with materials (Art)** Clay work. Revisiting skills from the year.
	Creating with material (DT) Cooking- using tools knives/whisk/grating Cutting fruit and vegetables, Buttering/spreading on bread or crackers, whisking milkshake/eggs, grating cheese for scones/sandwich Bird feeders Diwali lamp Sewing introduction. Threading/ running stitch- Christmas decoration.		**Creating with material (DT)** Cooking- observe the effects of heat Making buns rise, Bread rising, Melting chocolate/marshmallows, Pancakes cooking. Selecting the best resources for den building outside (link to 3 little pigs) Make a Billy goats gruff bridge. Houses/dens for Gruffalo creatures.		**Creating with material (DT)** Cooking- using further tools- rolling, kneading, cutters and decorating. Roll out biscuits, cut and decorate, Porridge and pizza with toppings, and jam tarts. Making a treasure chest. Making boats that will float.	

	Autumn Term		Spring Term		Summer Term	
Topic	*All About Me*	*Special Times*	*The World Around Me*	*The Big Blue*	*On the Farm*	*In the Woods*
	Being imaginative and expressive (Music/drama) Learn nursery rhyme songs (as listed above). Play movement and listening games. Nativity performance. Loud and quiet / long and short sounds.		**Being imaginative and expressive (Music/drama)** Playing and making instruments for performances with stories and songs. Creating actions to accompany songs and stories. Learn nursery rhyme songs (as listed above). Play instruments/ clap out syllables.		**Being imaginative and expressive (Music/drama)** Learn nursery rhyme songs (as listed above). Sea Shanty songs. Moving in response to music. Begin to understand the beat.	
Computing	Coding Cats & Dogs	Creative Computing	Awesome Animations	Terrific Technology	Creative Creature Coding	Online Safety Creations
Experiences	Autumn walk to wildlife area Black history month Harvest Walk to library Virtual tour of London	Celebrating Diwali Celebrate remembrance Christmas here and in other countries Visit to St Aidan's Church	Celebrating Chinese New Year Walk around local area Go on a bus journey/to Danum library	Celebrating Easter Growing things outdoors Visit to the deep/ Seaside.	National smile week- (revisits oral hygiene) Visit to farm/ farm visiting here Chick hatching	Enjoying summer weather Spring walks Visit Sandal Beat

2026-2027