



Pudsey Bolton Royd Primary School

Reception Long Term Plan

Reception Topics – These will evolve through the year to include the ideas of the children.

Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All About Me Autumn	Festivals of Light Light Sources	Winter	Once Upon a Time in the Deep Dark Woods Spring	People Who Help Us Spring	Summer Minibeasts

Pudsey Bolton Royd Primary School - Progression of Communication and Language

Skill	Ongoing progression of skills throughout the year	Early Learning Goal
Listening, Attention and Understanding 	<p>I can listen 1-1.</p> <p>I can listen in a small group.</p> <p>I can listen in a whole class situation.</p> <p>I can follow the rules of active listening – good sitting, eyes looking, ears listening, lips closed, brainboxes on.</p> <p>I can maintain attention for longer periods of time and concentrate in a range of contexts.</p> <p>I can listen to and talk about stories, non-fiction, rhymes and poems to develop understanding with a focus around sequencing and prediction. Link to colourful semantics – Who? Where? Doing what?</p> <p>I can recognise syllables in words</p> <p>I can listen carefully and follow 2/3/4 word level instructions.</p> <p>I can understand the questions who? Where? Doing what? (Progressively throughout the year).</p> <p>I can make relevant comments.</p> <p>I can ask relevant questions.</p> <p>I can take turns in a back-and-forth conversation.</p> <p>I can remember 2/3/4 events and recall them in sequence.</p> <p>I can listen with enjoyment to stories and rhymes and learn these by heart.</p>	<p>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.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding. Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.</p>
Speaking 	<p>I can use accurate speech sounds.</p> <p>I can say good morning and good afternoon.</p> <p>I can speak in longer sentences.</p> <p>I can start a conversation.</p> <p>I can learn and use new vocabulary.</p> <p>I can share my ideas.</p> <p>I can use past, present and future tenses.</p> <p>I can use connectives to join my ideas in a sentence.</p>	<p>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,</p>

	<p>I can recite simple stories, rhymes and poems. I can use actions to remember a story.</p> <p>I can retell a story.</p> <p>I can follow the rules of conversation skills.(Looking, volume, taking turns, facial expressions, gesture, using good words).</p> <p>I can connect one idea to another using the connectives 'because', 'so', whilst expanding with the use of 'when' and 'but'.</p> <p>I can begin to use the features of narrative and non narrative texts, using 'once upon a time', 'first', 'next', 'then'.</p>	<p>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, with modelling and support from their teacher.</p>
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Progression in Language Structures

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>The language of description</p> <p>The language of evaluation</p>	<p>The language of prediction</p> <p>The language of sequencing</p>	<p>The language of comparison</p> <p>The language of explanation</p> <p>The language of retelling events and story</p> <p>The language of opinion</p>	<p>The language of deduction</p> <p>The language of argument</p>	<p>The language of hypothesis</p>	<p>The language of explanation in a mathematical context.</p>

Pudsey Bolton Royd Primary School - Progression of Personal, Social and Emotional Development


In Early Years we follow whole school values and themes for PSED across the year

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Value – Perseverance</p> <p>Themes –</p> <ul style="list-style-type: none"> • New beginnings • Being democratic • Following the rules 	<p>Value – Forgiveness</p> <p>Themes –</p> <ul style="list-style-type: none"> • Getting on and falling out • Following the rules • Tolerance to others 	<p>Value – Courage</p> <p>Themes –</p> <ul style="list-style-type: none"> • Going for goals • Being democratic • Individual liberty 	<p>Value – Friendship</p> <p>Themes –</p> <ul style="list-style-type: none"> • Good to be me • Individual liberty • Mutual respect 	<p>Value – Compassion</p> <p>Themes –</p> <ul style="list-style-type: none"> • Showing kindness • Tolerance to others • Mutual respect 	<p>Value – Hope and thankfulness</p> <p>Themes –</p> <ul style="list-style-type: none"> • Changes • Individual liberty • Mutual respect


Skill	Ongoing progression of skills throughout the year	Early Learning Goal
Self-regulation 	<p> I can feel positive about myself. I can explain how I feel. I can observe how other people are feeling. I can consider the feelings of others. I can show empathy for others. I can manage my emotions. I can develop strong, warm, positive relationships with adults and children. I can keep on trying even when I find things difficult. </p>	<p> 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 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. </p>
Managing self 	<p> I can separate from my main carer. I can hang up my coat. I can fasten my coat. I can put my bag in my tray. I can find my name. I can line up. I can find my place on the carpet and be ready to listen. I can choose what I want for my dinner. I can wash my hands. I can brush my teeth. I can independently go to the toilet. I can choose healthy foods. I can exercise my body regularly. I understand about having a good sleep routine. I can take off and put on my jumper. I can get changed for PE. I am confident to try new activities. </p>	<p> 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. </p>

	I can keep on trying.	
Building relationships 	I can listen to my friends and grownups. I can share with friends. I can take turns. I can be kind and considerate to others.	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.

Pudsey Bolton Royd Primary School - Progression of Physical Development

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
PE skills taught	Outdoor area... I can negotiate space. I can climb up the slide and over the tunnel. I can pull myself up on the equipment. I can crawl through the tunnel. I can hang from the bridge. .	In the hall... I can join in with active games. I can negotiate space. I can travel in different ways safely.	I can get changed into my PE kit. Active games, negotiating space. PE HUB Body management Unit 1	Active games, negotiating space. PE HUB Dance Unit 1	Active games, negotiating space. PE HUB Gymnastics Unit 1	Active games, negotiating space PE HUB Speed, agility, travel Unit 1 Sports day. Relay games	
Ongoing progression of skills throughout the year							
Gross Motor skills 	I can roll. I can crawl. I can walk. I can jump. I can run. I can hop.						Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination

	<p>I can skip.</p> <p>I can climb.</p> <p>I can negotiate space.</p> <p>I can balance.</p> <p>I can spin, rock, tilt, fall, slide and bounce.</p> <p>I can get out of breath and know that this is healthy for my body.</p> <p>I can sit on a chair and on the floor with good posture.</p> <p>I can combine different movements.</p> <p>I can throw, catch, kick, pass, aim a ball.</p> <p>I can spin in the spinners.</p> <p>I can balance on the crates and planks</p>	<p>when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>
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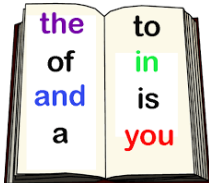

<p>Fine motor</p> 	<p>I can make big movements using my shoulders and arms.</p> <p>I can move my hand and fingers without moving my shoulders.</p> <p>I can move and rotate my lower arm and wrist independently.</p> <p>I can use pencils, paintbrushes, scissors, knives, forks and spoons safely and confidently.</p> <p>I can hold a pencil to draw freely.</p> <p>I can copy a drawing or writing.</p> <p>I can hold a pencil using the tripod grip.</p> <p>I can form letters correctly.</p>	<p>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.</p>
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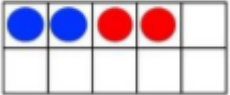
Pudsey Bolton Royd Primary School - Program of Study for Literacy

Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
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<p>Comprehension</p> 	<p>Dear Zoo – Rod Campbell</p> <p>Supertato – Sue Hendra</p> <p>Leaf Man – Lois Ehlerly</p> <p>The Very Busy Spider – Eric Carle</p> <p>The Hedgehog that needed a rest - The Fitzwilliam Museum</p> <p>Owl Babies - Martin Waddell</p> <p>The Dot – Peter H Reynolds</p> <p>Ish – Peter H Reynolds</p>	<p>How to Catch a Star – Oliver Jeffers</p> <p>Peace at Last – Jill Murphy</p> <p>Can't You Sleep Little Bear – Martin Waddell</p> <p>Aliens Love Underpants</p> <p><i>Now Press Play - Space</i></p>	<p>Polar Bear, Polar Bear, What do you Hear? Bill Martin Jnr</p> <p>The Gruffalo's Child – Julia Donaldson.</p> <p>Lost and Found -Oliver Jeffers</p> <p><i>Now Press Play - Weather</i></p>	<p>The Enormous Turnip.</p> <p>Goldilocks and the Three Bears</p> <p>The Three Little Pigs.</p> <p>The Three Billy Goats Gruff.</p> <p>Little Red Riding Hood</p> <p>Tidy by Emily Gravett</p> <p><i>Now Press Play – The Three Little Pigs</i></p>	<p>Mi Casa et Su Casa</p> <p>Dear Greenpeace</p> <p>Tidy by Emily Gravett</p> <p><i>Now Press Play – People Who Help Us</i></p>	<p>The Very Hungry Caterpillar – Eric Carle</p> <p>What the Ladybird Heard – Julia Donaldson</p> <p>Farmer Duck – Martin Waddell</p> <p>The Pig in the Pond – Martin Waddell</p> <p>The Gruffalo – Julia Donaldson</p> <p><i>Now Press Play – On the Farm. On Safari</i></p>	<p>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.</p>
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	Ongoing progression of skills throughout the year I can answer who, where,,doing what, when questions. I can retell a story. I can role play a story. I can use new vocabulary. I can predict what might happen next.						
	Autumn 1 and 2	Spring 1	Spring 2	Summer 1 and 2	Early Learning Goal		
Phonics expected progression	Set 1 sounds – m a s d t l n p g o c k u b f e l h r j v y w z x Word time 1.1-1.5 Introduce alien words.	Review set 1 sounds. Focus on special friends.ch,sh.th,qu,ng,nk, ll,ff,ss Ditty photocopy masters 1-10 Introduce silent blending.	All set 1 sounds Word time 1.6-1.7 Reading Red ditty books 1-10	Read green then purple story books. Set 2 sounds. ay, ee, igh, ow, oo, oo, ar, or,	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.	
Ongoing progression of skills throughout the year							
Word reading	 <p>I can hear individual sounds. I can read individual sounds. I can remember 3 objects in the right order. I can oral blend 2 sounds. I can oral blend 3 sounds. I can blend and read a cvc word. I can speedy read. I can recognise and read tricky words.</p>						
Writing progression	 <p>I can draw an enclosed shape – circle, square. I can draw an anti clockwise circle. I can draw a cross. I can write set 1 letters sounds. I can say the sounds in a cvc word. I can copy a cvc word. I can write a cvc word. I can compose a sentence. I can say a sentence. I can hold a sentence. I can count the words in my sentence (assuming children have cardinality). I can write a simple sentence with finger spaces. I can check that my sentence makes sense.</p>					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.	
We follow penpals handwriting scheme							
Penpals Handwriting	Dots, straight lines, crosses, circles, waves, loops and bridges, joined straight lines, angled patterns, eights, spirals, left to right, patterns	Introduce and review Long-legged giraffe letters: l,i,u,t,j,y One-armed robot letters: r,b,n,h,m,k,p	Introduce and review Curly caterpillar letters: c,a,d,o,s,g,q,c,f Zig-zag monster letters: z,v,w,x				
Pudsey Bolton Royd Primary School – Program of Study for Mathematics							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal

Number 	Numbers 0-5 I can rote count forwards and backwards to 10.	Numbers 0-5 I can use positional language. (Behind, in front, next to, under, on top) I can rote count to 20. I can rote count backwards from 10. I can name describe 2 D shapes. I can sort 2D flat shapes from 3D solid shapes.	Numbers 5-10 I can rote count to 20	Number 5-10 I can rote count to 30 I can compare the length and size of objects (long, longer, longest, tall taller, tallest, short, shorter, shortest). I can recognise patterns in my environment. I can copy a pattern. I can continue a pattern. I create my own repeating pattern	Numbers 0-10 I can recall number bonds to 5 I can say 1 more and 1 less than a given number to 10. I can recall number bonds to 5 and some number bonds to 10	Teen numbers I can recall number bonds to 5 and some number bonds to 10 I can use the language of capacity. (full, half full, empty, overflowing, holds more than/less than). I can use language to compare weight (heavier than, lighter than, heaviest, lightest).	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.
Numerical patterns Doubles $2 + 2 = 4$ 	I can rote count forwards and backwards to 10.	I can rote count to 20. I can rote count backwards from 10.	I can rote count to 20	I can rote count to 30	I can recognise odd and even numbers to 10. I can find doubles of numbers to 5.	I can compare quantities using weight and capacity.	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one


	I can recognise patterns in my environment. I can copy a pattern. I can continue a pattern. I create my own repeating pattern				I can find halves of numbers to 10.		quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Ongoing progression of maths skills throughout the year							
	I can say the numbers in the right order (1-10) stable order) I can count objects, actions and sounds 1:1 (1:1 correspondence) I recognise the last number is the total number in the group. (Cardinal). I can double and halve even numbers. I can make numbers by using 'part-part-whole'. (composition) I can subitise quantities to 5. I can compare quantities and recognise more and less. I can find 1 more and 1 less. I can represent numbers on a tens frame.						
Pudsey Bolton Royd Primary School – Program of Study for Understanding the World							
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Past and present	I can talk about myself and my family	I can talk about bonfire		International women’s day	I can talk about people and their different roles in		Talk about the lives of the people around them and their roles in society.


	<p>and how they are related to me.</p> <p>I can talk about people who are older than me and younger than me.</p> <p>Black History Month</p>	<p>night and Guy Fawkes.</p> <p>I can talk about light sources and how have developed through the years before and after electricity.</p>			<p>society (people who help us)</p> <p>I can compare emergency vehicles from now and the past.</p> <p>Read Peepo by Allan Ahlberg</p> <p>I can name some similarities and differences between now and the past.</p>		<p>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.</p>
<p>People, Culture and Communities</p> 	<p>I can describe my class, my playground and the dining hall.</p> <p>I can talk about the buildings around my school.</p> <p>I can comment on aerial photographs and maps.</p> <p>I can draw a map of my playground</p>	<p>I can talk about Diwali and how people celebrate it.</p> <p>I can use new words about Diwali</p> <p>I can talk about Christmas and how it is celebrated.</p> <p>I know some similarities and differences</p>	<p>I can talk about Chinese New Year and how it is celebrated.</p> <p>I can use new words about Chinese New Year</p> <p>I know some similarities and differences between cultures.</p>	<p>I can talk about Easter and how it is celebrated.</p> <p>I can use new words about Easter</p> <p>I know some similarities and differences between religions.</p> <p>I can draw a map for an imaginary story setting</p>	<p>I can name some familiar features that I see on my way to school eg, zebra crossing, roundabout, shops.</p> <p>I can draw a map of my way to school.</p>	<p>I can talk about Eid and how it is celebrated.</p> <p>I can use new words about Eid.</p> <p>I know some similarities and differences between religions.</p>	<p>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</p>

		between religions.					and (where appropriate) maps.
The natural world 	I can talk about Autumn. I can plant bulbs for spring and know how to look after them. .	I can talk about natural sources of light.	I can talk about Winter I can observe and talk about freezing and melting.	I can talk about Spring I know what seeds and plants need to grow. I can name the parts of a plant. I know ways to look after our environment	Forest schools – plants focus. Earth Day – I can talk about ways to look after our environment. I can sort materials. Wood plastic metal glass fabric pottery I can describe materials.	I can talk about Summer I can observe and talk about the life cycle of a caterpillar I can talk about the life cycle of a frog.	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 including the season and changing states of matter.

Pudsey Bolton Royd Primary School – Program of Study for Expressive Arts and Design

Artist focus

	Alma Thomas Dots	Piet Mondrian	Henri Rousseau Jungle Animals	Andy Goldsworthy Transient Art	Joash Woodrow Daisies	Claude Monet Waterlillies	
Skill	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Early Learning Goal
Creating with Materials 	I can use pencils and felt tips to draw my own picture.	I can experiment with different painting techniques	I can make observational drawings and paintings. I can select cold colours and warm colours.	I can make observational drawings and paintings. I can mix colours.	I can experiment with pastels, paints and collage to create a daisy picture.	I can mould plasticine to create different shapes.	Safely use and explore a variety of materials tools and techniques, experimenting with colour, design, texture, form and function. Share their creations,

	<p>I can use my finger tips and cotton buds with paint to create dots.</p> <p>I can look at my facial features and paint my self portrait.</p> <p>I can thread to make a spider's web</p> <p>I can make a collage using natural materials.</p>	<p>I can thread Autumn leaves.</p> <p>I can make squares and rectangles using strips of paper and card.</p> <p>I can evaluate cards and make cards for a special occasion.</p>	<p>I can select materials to make a bird feeder.</p> <p>I can use pastels create artwork based on Henri Rousseau.</p>	<p>I can use natural materials to make transient art.</p> <p>I can join materials to make a stick puppet.</p>	<p>I can evaluate emergency vehicles.</p> <p>I can join materials to make a fireman's ladder.</p>	<p>I can select materials to make a habitat for a bug.</p> <p>I can use pastels, watercolours and collage to recreate Waterlillies by Monet</p>	<p>explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.</p>
Ongoing progression of skills throughout the year							
	<p>I can use scissors safely to cut paper.</p> <p>I can use different resources and techniques to create my own artwork and models.</p> <p>I can talk about my pictures/models and how I have made them.</p> <p>I can use glues, tapes, paper clips, split pins and treasury tags to join materials.</p>						
<p>Being Imaginative and Expressive</p> 	<p>I can act out familiar family experiences.</p>	<p>I can perform some Christmas songs for my special grown up.</p> <p>I can move in time to music.</p>	<p>I can move like different wild animals – bears, lions, birds, snakes, elephants.</p>	<p>I can role play a fairy tale.</p>	<p>I can pretend to be a firefighter, a paramedic, a doctor, a postal worker, a vet,</p>		<p>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</p>

							(when appropriate) try to move in time with music.
	Ongoing progression of skills throughout the year						
	I can sing a range of nursery rhymes and songs. I can perform songs and stories with my class. I can pretend and make my own stories through role play (Helicopter Stories). I can use musical instrument to make my own music I can listen to a simple rhythm. I can copy a simple rhythm. I can make my own simple rhythm. I can identify percussion instruments.						
	Autumn Term	Spring 1	Spring 2	Summer 1	Summer 2		
IT and Computing	Touch screen computers – using programmes to enhance learning in provision. Simple coding – ‘Code and Go’ Mice. Rugged Racers	Computer Suite Using a mouse 2 Simple – 2paint Purple mash – painting tools Logging off	Computer Suite Using a mouse 2 simple - 2 go Purple mash Logging off	Computer Suite Using a mouse Purple mash – exploring the virtual classroom Logging on	Computer Suite Using a mouse Purple mash – exploring the virtual classroom Logging on		