

# Reception Long Term Plan 2023-2024



	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<b>Potential Themes/ Interests of children</b>	Starting School/All about me Autumn / Halloween Family	Celebrations Harvest – Pumpkins Christmas Around the World	Winter Arctic environments Journeys / The world Chinese New Year Big School's bird watch	Growing up - babies, generations, people who help us Health inc. oral health Spring Easter	Life Cycles - butterflies, beans, sunflower Outdoors Gardening	Summer Hot environments Rock pools Mermaids / Pirates Seaside
<b>Possible Celebrations &amp; special days</b>	Starting School, Autumn (23 <sup>rd</sup> Sept), Black History Month (Oct), Halloween (31 <sup>st</sup> Oct),	Bonfire Night (5 <sup>th</sup> Nov), Remembrance Day (11 <sup>th</sup> Nov), Diwali (12 <sup>th</sup> Nov), Children in Need (17 <sup>th</sup> Nov), Advent, Christmas, Christmas Nativity	Winter (22 <sup>nd</sup> Dec), NSPCC Number day (2 <sup>nd</sup> Feb), Safer Internet Day (6 <sup>th</sup> Feb), Lunar New Year / Chinese New Year (10 <sup>th</sup> Feb), Valentine's Day (14 <sup>th</sup> Feb)	Pancake Day (13 <sup>th</sup> Feb), World Book Day (7 <sup>th</sup> March), Mother's Day (10 <sup>th</sup> March), Comic Relief (15 <sup>th</sup> March), Spring (20 <sup>th</sup> March), Easter (31 <sup>st</sup> March)	World Art Day (15 <sup>th</sup> April), Earth Day (22 <sup>nd</sup> April) World International Museum Day (18 <sup>th</sup> May), World Biscuit Day (29 <sup>th</sup> May),	Food Safety day (7 <sup>th</sup> June), Father's Day (16 <sup>th</sup> June), Summer (20 <sup>th</sup> June), Sports Day, Transition, Assessment
<b>Suggested Texts – Fiction and Non-Fiction</b>						
<b>Cultural Capital</b>  <b>(Possible trips, visitors, core experiences)</b>	<b>Autumn walk</b>  Fire service visit  Trying pumpkin soup Dance in the rain Crunch through Autumn leaves Throw Autumn leaves in the air Dance at a Halloween Disco Paint with your hands	<b>Church visit</b>  Make a chocolate apple for Bonfire night Make a christmas card Meet father christmas Dance in the rain Take part in a show Play party games like pass the parcel Make and wear a poppy with pride Watch a pantomime or show Write a letter to Father Christmas Fundraise for charity	<b>Butterfly house</b>  Try foods from other cultures Bubble painting Toast a marshmallow on a real campfire Build a Snowman	<b>Egg Ucation Visit</b>  Nurse Visit/paramedic  Make pancakes Taste pancakes with different toppings Bake buns or a cake Go on an Easter egg hunt Perform in an Easter bonnet parade Watch a chick hatch and grow Stroke a chick	  Hunt for minibeasts in the woodland Make mud pies Build a den Swing on a tyre swing Climb a tree Grow caterpillars into butterflies Grow tadpoles into frogs Plant and grow a seed Create something with clay Earth Day clean up	<b>Seaside Visit</b>  Learn a poem Take part in a sports day race Watch a film with homemade Popcor Eat an ice cream on the beach Have a picnic
<b>British Values</b>	We understand that rules are important We help to make rules and follow them together <b>Rule of Law</b>	We make choices <b>Rule of Liberty</b>  We vote for our favourite stories <b>Democracy</b>	We all have thoughts and everyones thoughts mater <b>Democracy</b>  We make decisions together <b>Democracy</b>	We ask questions <b>Democracy</b>  We understand that our actions have consequences <b>The rule of Law</b>	We explore our own interest and say what is special to us  We say how we feel and how others may feel <b>Individual liberty</b>	We celebrate each others similarities and difficulties  We are proud of who we are  We treat others how we would like to be treated

						Mutual respect and tolerance of different faiths and beliefs
6Bs	Be healthy					
Communication and Language	<p>To learn and use new vocabulary To retell a story To know why listening is important To be able to pay attention and focus for extending periods of time Talk confidently about why things happen using new vocabulary learnt.</p> <p>To use talk to develop good friendships To confidently talk to adults who are familiar to them and who they see on a daily basis</p>	<p>To learn and use new vocabulary</p> <p>Understand and ask questions such as who, what, where, why and how .</p> <p>To use most speech sounds and can be understood easily Talk confidently about why things happen using new vocabulary learnt.</p>	<p>To learn and use new vocabulary</p> <p>Express their ideas and feelings about experiences</p>	<p>To learn and use new vocabulary</p> <p>To follow a 3 part instruction</p> <p>To link statements and stick to a theme</p> <p>To talk about why things happen</p>	<p>To learn and use new vocabulary</p> <p>To have a conversation with adults and peers with back and forth exchanges</p>	<p>To learn and use new vocabulary</p> <p>Engage in a meaningful conversation with others. To use well formed sentences that can be understood including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>
Personal, Social and Emotional Development	<p>To come into reception happy To be able to follow a simple timetable Follow school rules and routines and understand the reason why.</p> <p>Value and respect what make individuals unique. Work and play cooperatively and take turns with others. To wait their turn and put hands up to ask/answer a question</p> <p>To play cooperatively and look after toys To develop strong friendships - To talk about how they are feeling</p>	<p>Experience a range of emotions and develop some ways to regulate these.</p> <p>Confident to try new activities independently, and to keep trying to achieve a goal. To have an awareness of adults within school and be confident to communicate with these adults</p>	<p>Manage all personal needs and belongings, including dressing and going to the toilet and washing hands, accessing milk and snack., lunch time To show a preference with activities and can say why</p>	<p>Know ways to stay fit and healthy I can give examples of 'right' and 'wrong' behaviour. To walk around school in a line e.g. to assembly, the hall / dining room Kind, friendly and helpful to peers and adults, and can form positive relationships with others. Understand that other people may have different needs and feelings.</p>	<p>Know the importance of exercise and a healthy diet, and can talk about ways to keep my body healthy. To show an awareness of the needs of others - To listen to the ideas of other children and agree on a solution and compromise</p>	<p>To enjoy being part of wider aspects of school e.g. assembly, parties and other events Will be resilient and able to take risks</p>
Expressive Arts and Design	<p>To paint using ready mixed paint progressing to blocks paints, watercolours</p> <p>To understand and explore different techniques for joining materials (glue sticks, PVA, Sellotape, masking tape and split pins To understand how to use scissors to make snips in the paper, cut around objects To use different construction materials (lego, large blocks,) Clap rhythmic patterns.</p>	<p>To understand how to use powder paints to mix secondary colours</p> <p>Mix colours and know the colour I want to create. .</p> <p>To understand how to use colours for a particular purpose</p> <p>To plan what they are going to make (construction, junk modelling) To learn and sing songs in the Christmas nativity</p>	<p>To create a simple collage Safely design with a purpose To adapt their work where necessary</p> <p>Play instruments to a steady beat, Explore how to use body and voice to create high and low sounds.</p>	<p>To draw more detailed people and objects</p> <p>To use some cooking techniques; spreading, cutting, mixing, grating, e.g. fruit kebabs/fruit salad, bread, and biscuits To act out well known stories; Such as: Goldilocks, To invent their own narratives, making costumes/parts of a costume and props</p>	<p>To understand a thin paintbrush can be used to add detail to a painting (water colours)</p> <p>To understand what an observational drawing is and create their own (. Drawings include more detail and are representational)</p> <p>To manipulate clay to create models To understand and find the pulse of the music moving in time to the music through for e.g. marching, clapping, swaying etc</p>	<p>Talk about the work of well-known artists, and use similar techniques to create my own artwork. To share their creations, talk about the process and evaluate their work</p> <p>To share their creations, talk about the process and evaluate their work To know the names of some musical instruments and how to play them correctly Know many poems and songs and be able to sing them off by heart using actions</p>

					To understand emotion through music and can describe how the music sounds e.g. happy, sad, scary etc	
<b>Physical</b>	Travel safely and confidently in a space, in a variety of different ways (hopping, skipping and jumping.) To change direction To balance safely Consistently use a preferred hand. To independently use a knife, fork and spoon.	Display good co-ordination and control in dance, representing my ideas and feelings through movement. To paint and draw freely To thread and screw nuts and bolts and washers To button and unbutton	Show increasing control of a ball when kicking, throwing and catching Use a range of tools independently, deciding which tool is best for a purpose. To thread small beads or complete a threading card To cut on a line continuously	Play team games, taking turns and following the rules of the game. Know and explain why I get out of breath, or get hot and sweaty. To build structures with blocks, boxes and planks To draw a person with head, legs and body and arms	To dribble a ball using hands, then a bat To develop accuracy when throwing a target To cut out large shapes, small shapes and then various materials	To throw and catch with a partner using a big ball then small To follow instructions and move safely when playing tagging games Hold a pencil effectively to write letters using the correct letter formation and control the size of the letters
<b>Understanding the World</b>  History <b>RE/PHSE</b> Computing Science Geography	To know who is in their immediate and extended family and can order key events of my own life.  To comment on pictures of own life experiences and explain to others <b>Link my home with other places in the local community</b> <b>To know people celebrate their birthday and to remember the day they were born</b> <b>To know harvest is a time to say thank you for what we have.</b> <b>To know that a church is a place where Christians worship and that other buildings are used in other faiths</b>  <b>Operate simple equipment for a purpose</b> Observe and talk about how the natural world changes during different seasons. (autumn) To begin to talk about different materials and their uses, (waterproof etc )  To draw their own simple maps e.g. journey to school, pirate maps, map of the outdoor / classroom. To know about features of the immediate environment and how they might vary from others	Understand the past through stories and non-fiction books about old and new. Understand and use the words 'old' and 'new'.  <b>To know different people, celebrate different things and have different traditions and begin to know what they do to celebrate</b> <b>To understand importance of one-minute silence at 11am.</b> <b>To know Diwali is the Hindu festival of light.</b> <b>To know Christmas Advent is a time of preparation for Christmas. To know Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus. To know about the Christmas story and how it is celebrated</b> To understand ideas connected to light and dark e.g. reflection, nocturnal animals  Describe a simple route (Halloween trick or treat route, walk to school route)	To know about significant individuals in history To use language associated with time – today, tomorrow, yesterday, week, month, year  <b>To know and talk about Chinese New Year</b> <b>Programme the Bee Bots to make them move</b> Observe and talk about how the natural world changes during different seasons. (Winter) To understand that animals live in different habitats To talk about and explore changing states, developing the vocabulary surrounding these including floating and sinking, melting and freezing <b>To know that there are many countries around the world and can name some. (Antarctica, South Africa)</b> To understand they live in England	To know about own life story To know how they have changed Know some similarities and differences between myself as a baby and now,  To discuss why some objects are old and some are new and how they know. <b>To know Easter is a celebration that happens in March/April and is celebrated by Christians</b> <b>Talk about the lives of the people in my community and their roles, such as doctors, teachers and police officers.</b>  <b>Programme the Bee Bots to make them move</b> To know parts of the body including simple body parts and more complex such as wrist, elbow, knee, neck, ankle. To know how to keep healthy – exercise, healthy food, brushing teeth, sleep Begin to think about forces through the use of magnets To draw their own simple maps e.g. journey to school, pirate maps, map of the outdoor / classroom. To know about features of the immediate environment and how they might vary from others	To order a sequence of up to 5 events To talk about the lives of people around us  <b>I understand that I should only use the internet with a parent or teacher to guide me.</b> Observe and talk about how the natural world changes during different seasons. (Spring) Know and talk about animals, plants and trees with increasing knowledge. To plant seeds / flowers / fruit and vegetables To harvest home grown fruit and vegetables To know parts of a plant (leaf, flower, stalk, root) To know what is needed for plants to grow (sun, water, soil)  To talk about different lifecycles of animals including butterflies, frogs and a chick  Begin to use a simple map to spot features in the local community (Map of school grounds, Easter egg hunt map)	To understand and speak about events in the past, present and future To know England has a king  To know we have 5 senses To talk about the weather and begin to understand about links to seasons To understand the need to respect and care for the natural environment and all living things Make observations in the outside area and draw pictures of animals and plants. To understand they live in England To develop an understanding of locational knowledge – beach, city, river, country

<p><b>Mathematics</b> (See medium term plan for small steps)</p>	<p>Subitising to 3 Focus on counting skills Composition of 3 and 4 Explore how all numbers can be made of 1s Subitise objects and sounds Identify and name circles and triangles Describe position Comparison of sets by looking Use language of comparison more than and fewer Compare size, mass and capacity</p>	<p>Counting skills Focus on the fine-ness of 5 using one hand and the die pattern for 5 Comparison of sets by matching Use the language of comparison, more than, fewer than, and equal number Explore the concept of whole or part Focus on the composition of 3,4 and 5 identify and name shapes with 4 sides Combine shapes with 4 sides Shapes in the environment My day and night Explore and compare length Explore and compare height Talk about time</p>	<p>Practice object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 subitising within 5 focussing on Die patterns match numerals to quantities within 5 Counting focus on ordinality and the staircase pattern See that each number is one more than the previous number focus on 6 and 7 as 5 and a bit</p>	<p>Compare sets and use language of comparison more than, fewer than an equal number to Make unequal sets equal Focus on the staircase pattern and ordering numbers Focus on ordering numbers to 8 Use language of less than Compare mass Find a balance Explore capacity Compare capacity Focus on 7</p>	<p>Doubles- explore how some numbers can be made with two equal parts Sorting numbers according to attributes- odd and even numbers Counting larger sets and things that cannot be seen Subitising to 5 including in structured arrangements Recognise and name 3-D shapes Find 2-D shapes within 3-D shapes Use 3-D shapes for tasks 3-D shapes in the environment Composition – 5 and a bit</p>	<p>Select shapes for a purpose Rotate shapes Manipulate shapes Explain shape arrangements Compose shapes Decompose shapes Copy 2-D shape pictures Find 2-D shapes within 3-D shapes Composition Of 10 Comparison linked to ordinality</p> <p>Track games Identify units of repeating patterns Create own pattern rules Explore own pattern rules Replicate and build scenes and constructions Review Automatic recall of number bonds to 5 Number patterns Counting</p>
<p><b>Reading</b> To work alongside the RWI (Read Write Inc) phonics programme.</p>	<p>To independently look at a range of books Listen to stories and anticipate what might happen next To begin to answer questions about what they have read. Immerse children in topic related/unfamiliar vocabulary (drawing club).  To learn the first 16 single letter sounds: m a s d t i n p g o c k u b f e</p>	<p>To follow a story without pictures or props Immerse children in topic related/unfamiliar vocabulary (drawing club).  To recognise all 25 set 1 single letter sounds (RWI) To be able to orally blend and segment words with 3 sounds.</p>	<p>To answer questions about what they have read To suggest ideas of what might happen next in the story Immerse children in topic related/unfamiliar vocabulary (drawing club).  To blend any simple CVC word using set 1 letter sounds. To read short ditty stories.</p>	<p>To use vocabulary that they have learnt from the books they have read Immerse children in topic related/unfamiliar vocabulary (drawing club).  To recognise special friends – sh, ch, th, ng, nk, qu To blend words containing these special friends To read some common irregular words (l, the, put)</p>	<p>To identify events that happen at the beginning, middle and end of a story To talk about characters in the books the have shared Immerse children in topic related/unfamiliar vocabulary (drawing club). Recall simple definition for given vocabulary. To recognise double consonants e.g. ll, ss, ff, ck To blend words with taught digraphs. To read words containing 4 sounds e.g. stop, drip, clock, frog. To read common irregular words (l, the, put, no, of, my, for, he)</p>	<p>To retell a story to the whole class, or in a small group To have favourite stories To enjoy a range of books including non fiction, fiction, poems and rhymes Read simple sentences and books using phonic knowledge. Immerse children in topic related/unfamiliar vocabulary (drawing club). To read some longer words linked to phonic knowledge To read books matching their phonic ability (expected to by at least green RWI by the end of F2)</p> <p>To recognise at least the following digraphs – ay, ee, igh, ow, oo, oo (u), some may also recognise ar, or, air, ir, ou, oy To blend words with taught digraphs To read common irregular words (your, said, you, be, are)</p>

<b>Writing</b>	To orally build a simple sentence To write their name Listen to and hear some sounds in CVC and CVCC word To copy taught letters To write initial sounds To read their work back to check it makes sense	To begin to write CVC words using taught sounds	To form lower case and some capital letters correctly To begin to write longer words that are spelt phonetically	Think of and write a short, simple sentence	Know that a sentence starts with a capital letter and ends with a full stop. To spell some common irregular words correctly	To begin to write longer words which are spelt phonetically To begin to use capital letters at the beginning of a sentence A, I, T in The. To use finger spaces and a full stop when writing a sentence To spell some taught common irregular words correctly Begin to know that sentences can be extended using a connective.
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