RECEPTION LONG TERM PLAN 2023-2024

| Area of Learning | **Autumn 1**  (6th September-20th October) | **Autumn 2**  (30st October-15th December) | **Spring 1**  (2rd Jan-16th February) | **Spring 2**  (26th February-28st March) | **Summer 1**  (15th April-24th May) | **Summer 2**  (3rd June-24th July) |
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| Topic | **Amazing Me** | **Light and Dark** | **Winter** | **Spring** | **Minibeasts** | **Water** |
| Books |  |  | **https://lh3.googleusercontent.com/hKROFWDD-3AOd1FYRd6ashqfArQL5pgOi1wfvO9JYRHJWNRqimNsTY4gVWU8qDKoP0_Kjq2DRZwqjin8CynFBLI-f6ks3VvYZNls8WFp-gFjxGbU8SfuWuIKXFHOlRZ1UjeMtq-v** |  |  |  |
| **Festivals, Celebrations and Events** | Harvest  Black History Month  Halloween | Diwali  Bonfire Night 5th November  Christmas 25th December | Chinese New Year | Pancake Day  Easter | Eid al Fitr | Sports Day  Transition into Year 1 |
| **In class special activities and events** | Teddy bear’s picnic  Storytime with caretaker/head teacher/ cook  Visit from a librarian  Visit from the Food Bank | Spooky Day  Diwali Day | Story Trails Platt Hall  Winter Walk | Spring Walk. | Visit to the School Allotment  Traffic Survey | Sports Day  Transition into Year 1  Eucharist |
| **R.E** | F1: Which stories are  special and why?  **Believing** | F2: Which people are  special and why?  **Believing** | F3: Which places are  special and why?  **Expressing** | F4: Which times are  special and why?  **Expressing** | F5: Where do we  belong?  **Living** | F6: What is special  about our world and  why?  **Living** |
| **Communication and Language** | Understand how to listen carefully and why listening is important.  Develop social phrases. | Learn new vocabulary.  Listen carefully to rhymes and songs, paying attention to how they sound. | Use new vocabulary through the day.  Retell the story, once they have developed a deep sense of familiarity with the text, some as exact repetition and some in their own words. | Use new vocabulary in different contexts.  Listen to and talk about stories to build familiarity and understanding. | Articulate their ideas and thoughts in well-formed sentences. | Connect one idea or action to another using a range of connectives.  Ask questions to find out more and to check they understand what has been said to them. |
| **Personal, Social and Emotional Development**  Self-Regulation  Managing Self  Building Relationships | Manage their own needs: personal hygiene.  Oral Health. | Express their feelings and consider the feelings of others.  Having a good sleep routine. | Show resilience and perseverance in the face of challenge.  Regular Physical Activity. | Identify and moderate their own feelings socially and emotionally.  Healthy Eating. | Think about the perspectives of others.  Being a safe pedestrian. | Think about the perspectives of others.  Sensible amounts of ‘screen time’ |
| **Physical Development**  Gross Motor Skills  Fine Motor Skills | **Gross Motor Skills**  Where do we walk?  Where do we run?  Lining up.  **Fine Motor Skills**  Safe use of scissors.  Use of pencils, paintbrushes, forks and spoons at lunchtime. | **Gross Motor Skills**  Can you jump/ hop/ skip?  Lining up.  **Fine Motor Skills**  Effective pencil grip.  Use of paintbrushes, forks and spoons (at lunchtime) effectively. | **Gross Motor Skills**  Can you move with grace? (Chinese New Year Scarf Dance)  Lining up.  **Fine Motor Skills**  Effective pencil grip. Use of paintbrushes, knives, forks and spoons (at lunchtime) effectively. | **Gross Motor Skills**  Can you climb up, down and side to side?  **Fine Motor Skills**  Effective pencil grip. Use of paintbrushes, tools for planting, knives, forks and spoons (at lunchtime) effectively.  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Accurate name writing.  Accurate letter formation. | **Gross Motor Skills**  Further develop and refine a range of ball skills including; throwing, catching, kicking, passing, hitting and aiming. Smaller balls and bats outside (tennis ball sized).  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.  **Fine Motor Skills**  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Accurate letter formation.  formation. | **Gross Motor Skills**  Confidently and safely use a range of large and small apparatus inside, outside, alone and in a group.  Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.  Combine different movements with ease and fluency.  Develop overall body-strength, balance, co-ordination and agility.  **Fine Motor Skills**  Develop the foundations of a handwriting style which is fast, accurate and efficient.  Accurate letter formation.  Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Sewing with Binka |
| **Reading**  Language Comprehension  Word Reading | Engage in extended conversations about stories, learning new vocabulary.  Develop their phonological awareness so that they can:  Spot and suggest rhymes.  Count or clap syllables in words.  Recognise words with the same initial sound.  Read individual letters by saying the sounds for them. | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  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.  . | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Read some letter groups that each represent one sound and say sounds for them.    Read a few common exception words matched to the schools phonic programme. | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Read some letter groups that each represent one sound and say sounds for them.  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Read a few common exception words matched to the schools phonic programme. | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matched to the schools phonic programme. | Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.  Read some letter groups that each represent one sound and say sounds for them.  Read a few common exception words matched to the schools phonic programme. |
| **Little Wandle Revised Letters and Sounds Phonics** | **Phase 2**  s,a,t,p,i,n,m,d,g,o,c,k,  ck,e,u,r,h,b,f,l  **New Tricky Words**  is, I, the | **Phase 2**  ff,ll,ss,j,v,w,x,y,z,  zz, qu, words with s added at the end (hats sits)  ch,sh,th,ng,nk  Words with s added at the end /s/ (bags sits)  Words ending s /z/ his and with s /z/ at the end (bags)  **New Tricky Words**  As, and, has, his, her, go, no, to, into, she, he, of, we, me, be. | **Phase 3**  ai,ee,igh,oa, oo, oo, ar,or,ur,ow,oi,ear,air,er  words with double letters dd,mm,tt,bb,rr,gg,pp,ff  longer words  **New Tricky Words**  Was, you, they, my, by, all, are, sure, pure | **Review Phase 3**  ai, ee,igh,oa,oo,ar,  or,ur,oo,ow,oi,ear  words with double letters  longer words  words with two or more digraphs  words ending in –ing  compound words  words with s /z/ in the middle  words ending –s  words with  Review all taught tricky words. | **Phase 4**  Short vowels CVCC CCVCC CCCVC CCCVCC  Longer words  Compound words  Root words ending in:  -ing, -ed, /t/ -ed /id/ /ed/ -est  **New Tricky Words**  Said, so, have, like, some, come, love, do, were, here, little, says, there, when, what, one, out, today | **Phase 4**  Long vowel sounds CVCC CCVC CCCVC CCV CCVCC  Phase 4 words ending in:  -s /s/  -s /z/  -es  Longer words  Root word ending in:  -ing, -ed /t/, -ed /id/ /ed/, -ed /d/  Phase 4 words ending in:  -s /s/, -s /z/, -es  Longer words  Review all taught tricky words. Secure spelling. |
| **Writing**  Transcription  Composition | Write some letters accurately.  Begin to form lower-case letters correctly.  Spell words by identifying the sounds and then writing the sounds with letters/s. | Spell words by identifying the sounds and then writing the sounds with letters/s.  Begin to form lower-case letters correctly.  Begin to re-read what they have written to check it makes sense. | Spell words by identifying the sounds and then writing the sounds with letters/s.  Form lower-case and capital letters correctly.  Begin to write short sentences with words with known sound-letter correspondences.  Begin to re-read what they have written to check it makes sense. | Spell words by identifying the sounds and then writing the sounds with letters/s.  Form lower-case letters correctly.  Write short sentences with words with known sound-letter correspondences.  Re-read what they have written to check it makes sense. | Spell words by identifying the sounds and then writing the sounds with letters/s.  Form lower-case letters and begin to form capital letters correctly.  Write short sentences with words with known sound-letter correspondences and begin using a capital letter and full stop.  Re-read what they have written to check it makes sense. | Spell words by identifying the sounds and then writing the sounds with letters/s.  Form lower-case letters and capital letters correctly.  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.  Re-read what they have written to check it makes sense. |
| **Mathematics**  **(White Rose Maths)**  Number  Numerical Patterns | **Just Like Me!**  Continue, copy and create repeating patterns.  Count objects, actions and sounds.  **It’s me 123!**  Count objects, actions and sounds.  Explore the composition of numbers to 3.  Understand the one more than/ one less than relationship between consecutive numbers.  Select, rotate, and manipulate shapes to develop spatial reasoning skills.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Continue, copy and create repeating patterns. | **It’s Me 123!**  Subitise to 3.  Explore the composition of numbers to 3.  **Light and Dark**  Count objects, actions and sounds.  Subitise to 5.  Explore the composition of numbers 4 and 5.  Understand the one more than/ one less than relationship between consecutive numbers.  Select, rotate, and manipulate shapes to develop spatial reasoning skills.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Continue, copy and create repeating patterns. | **Alive in 5!**  Subitise to 5.  Explore the composition of numbers to 5.  Understand the one more than/ one less than relationship between consecutive numbers.  Compare Numbers.  **Growing 6,7,8**  Subitise to 8**.**  Explore the composition of numbers to 8.  Comparing length, weight and capacity. | **Building 9 and 10**  Count objects, actions and sounds.  Subitise to 10.  Explore the composition of numbers to 10.  Automatically recall number bonds for numbers 0-5 and some to 10.  Link the numeral with its cardinal number value.  Select, rotate, and manipulate shapes to develop spatial reasoning skills.  Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.  Continue, copy and create repeating patterns. | **To 20 and beyond**  Count beyond 10.  Automatically recall number bonds for numbers 0-5 and some to 10.  **First, then, now**  Count objects, actions and sounds.  Automatically recall number bonds for numbers 0-5 and some to 10.  Link the numeral with its cardinal number value. | **Find my pattern**  Explore the composition of numbers to 10 and beyond.  Link the number symbol (numeral) with it’s cardinal number value.  Count beyond 10.  **On the move**  Count objects, actions and sounds.  Count beyond 10.  Compare Numbers. |
| **Understanding the world**  Past & Present  People, Cultures & Communities  The Natural World | **Amazing Me**  Talk about members of their immediate family and community.    Name and describe people who are familiar to them.  Comment on images of familiar situations in the past.  **Autumn**  Explore the Natural World around them (Autumn).  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them. | **(Diwali/Christmas)**  Recognise that people have different beliefs and celebrate special times in different ways  Understand that some places are special to members of their community.  **Autumn**  Explore the Natural World around them (Autumn).  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them. | **Winter**  Explore the Natural World around them (Winter).  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them.  Recognise some environments that are different from the one in which they live (The Arctic). | **Spring**  Explore the Natural World around them (Spring).  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them. | **Spring**  Explore the Natural World around them (Spring).  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them.  **Minibeasts**  Draw information from a simple Map. | **Water**  Recognise some environments that are different from the one in which they live (The Seaside).  Recognise some similarities and differences between life in this country and life in other countries.  Compare and Contrast characters from stories, including figures from the past.  Summer  Explore the Natural World around them (Summer).  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them. |
| **Expressive Arts and Design**  Creating with Materials  Being Imaginative & Expressive | **Amazing Me**  **(Self Portraits)**  Develop storylines in their pretend play.  Explore use and refine a variety of artistic effects to express their ideas and learning.  Return to and build upon their previous learning, refining ideas and developing their ability to represent them. | **Light and Dark**  **(Shadow Puppets)**  Explore use and refine a variety of artistic effects to express their ideas and learning.  Return to and build upon their previous learning, refining ideas and developing their ability to represent them.  Create collaboratively, sharing ideas, resources and skills. | **Winter**  Return to and build on their previous learning, refining ideas and developing their ability to represent them.  Develop storylines in their pretend play. | **Spring**  **(Monet and Van Gogh)**  Explore use and refine a variety of artistic effects to express their ideas and learning.  Return to and build upon their previous learning, refining ideas and developing their ability to represent them. | **Minibeasts**  **(Creepy Crawly Calypso)**  Listen attentively, move to and talk about music, expressing their feelings and responses.  Explore and engage in music making performing solo or in groups.  Sing in a group or on their own, increasingly matching the pitch and following the melody. | **The Sea**  **(Dance)**  Watch and talk about dance and performance art, expressing their feelings and responses.  Explore and engage in dance, performing solo or in groups. |