
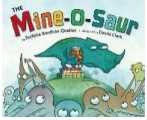



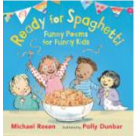

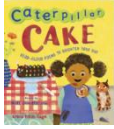



















Reception Long Term Plan 2024 – 2025

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
Key Texts	Once there were giants I'm Growing Duck in the Truck Wishing for a Dragon Who sank the boat? Whatever Next!	Room on the Broom Hoot Owl Goodnight Moon Peace at Last The Nativity Story	The Three Little Pigs The Billy Goat's Gruff Goldilocks and the three bears The Enormous Turnip	Where the wild things are Grumpycorn Look out it's a Dragon Monstersaurus Life on Mars	Penguin Henda's Hen Billy's Bucket Dear Zoo Farmer Duck	Mad about Mini beasts Supertato The Naughty Bus Eliot the Midnight Superhero Real Life Superheroes George and the Dragon
Our World Values	We are all different! Uniqueness and valuing others Uniqueness and value of every person Similarities and differences between myself and others		Fair and Unfair What is fair and unfair? Importance of caring and sharing		Living things and their needs Appreciation of, and care for living things in own environment	
						
Poetry						
Communication and Language	Talk Through Stories: Storytime Week (Week 1)					
Listening, Attention and Understanding	Missing Richmond Lost and Found	Owl Babies Room on the Broom Hughless Douglass	Sonya's Chickens I'm in Charge Slow Sampson	My Monster and Me Zog Aliens Love Underpants	Cotton Wool Colin Handa's Hen Billy's Bucket	Supertato Billy and the Dragon Burglar Bill
Speaking	<p>I am learning to: Capture my attention before the story is read. Listen to the story read aloud. Identify the characters and think about the problem in the story. Develop a deeper familiarity with the story. Practice saying the favourite phrases in the story, ready to join in with the story the next day. Use the favourite phrases in a range of contexts. Consider how a character might feel at key points in the story. Learn Tier Two words Choose the right sentence from the context of the story Use and say more Tier Two words. Join in with the phrase from the story. Consider a character's nature. Consider how the main character might behave and feel at key points in the story. Identify the problem in the story and discuss how it is solved.</p>					
Literacy						
Comprehension						
	Talk Through Stories: Vocabulary Week (week 2)					
	<p>I am learning to: To recall the meaning of a Tier Two word within the context of a story. Demonstrate understanding of the Tier Two word in other contexts. Decide if a word is relevant to a given context</p>					
Communication and Language	Ongoing and Everyday Skills and Knowledge					
	<p>I am learning to: Learn new vocabulary Use new vocabulary through the day Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Connect one idea to another using a range of connectives</p>					

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THEME	Journeys	Lights and Sounds	Once Upon a Time	Out of this world	Around the World	Superheroes
	<p>Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Develop social phrases. Engage in storytimes. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use vocabulary in different contexts. Listen carefully to rhymes and some, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>					
Oracy Physical Cognitive Linguistic Social & Emotional 	<p>Speak audibly so they can be heard and understood by a learning partner. Describe an experienced event to a partner including 'and' to elaborate. Express needs clearly to a familiar adult or peer. Look at the speaker.</p>	<p>To maintain eye contact with a partner or familiar adult. Ask a relevant question about a story. Know the names of the four strands of the framework. Take turns in games.</p>	<p>To maintain eye contact with a partner or familiar adult. Ask a relevant question about a story. Use the words of the week accurately in conversation. To take turns to speak when working in learning partners.</p>	<p>Speak audibly so they can be heard and understood in a trio. Join phrases with conjunctions: and, so, because State their point of view simply to a larger group (up to 5) To take turns to speak when working in learning partners.</p>	<p>Use gestures to support meaning. To explain how or why something happened using 'because' or 'so'. Use because, then, but, when explaining their plan and outcomes. To take turns to speak when working in learning partners.</p>	<p>Speak audibly so they can be heard and understood by the class. To explain how or why something happened using 'because' or 'so'. To use if and might to explain how they could improve their work next time. To take turns to speak when working in learning partners.</p>
Personal, Social and Emotional Development Self-regulation Managing Self Building Relationship 	Ongoing and Everyday Skills and Knowledge					
	<p>I am learning to: See myself as a valuable individual. Build constructive and respectful relationships. Express my feelings and consider the feelings of others. Show resilience and perseverance in the face of challenge. Identify and moderate my own feelings socially and emotionally. Think about the perspectives of others. Manage their own needs. Set and work towards simple goals Wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says Follow instructions for several ideas or actions. Try new activities Explains the reasons for rules, know right from wrong and try to behave accordingly. Manage basic hygiene and personal needs, including dressing, going to the toilet Understanding the importance of healthy food choices. Work and play co-operatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others needs.</p>					
	Relationships: Families and Friendships	Relationships: Safe Relationships Relationships: respecting ourselves and others	Living in the wider world: Belonging to a community	Living in the wider wide: Media Literacy and digital resilience Living in the wider world: Money and work	Health and Wellbeing: Physical health and Mental wellbeing	Health and Wellbeing: Growing and Changing Health and Wellbeing: Keeping Safe
Physical Development Gross Motor 	Circuits: Develop overall body strength, co-ordination and balance and agility needed to engage successfully with future education sessions.	Locomotion - Jumping 1	Gymnastics - High, Low, Over, Under	Dance – Dinosaurs	Ball skills – Hands	Attack v Defence
Physical Development Fine Motor	Crossing the mid-line: Thread small beads onto a string. Complete a tap a shape picture. Hand and Finger Strength					
Physical Development Fine Motor: Scissor Skills	I am learning to: Hold scissors, learning how to open and close the blades. Start snipping paper.	I am learning to: Snip paper with scissors moving forward Cut straight lines	I am learning to: Cut a curved line	I am learning to: Cut circle shapes	I am learning to: Cut square shapes	I am learning to: Cut complex shapes, such as figures

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 Physical Development Handwriting	Patterns Long-Legged Giraffe Letters	One armed robot letters	Curly Caterpillar Letters	Zig-Zag Monster Letters	Review Capital Letters	Review all the letter families Capital Letters
Literacy Comprehension	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, rhyme and poems and during role play.					
 Literacy Writing	Extended Writing Name Writing Lists Labels	Extended Writing Lists and Labels Dictated phrases	Extended Writing Dictated sentences	Extended Writing Compose and write a short sentence	Extended Writing Compose and write a sentence about a character or setting	Extended Writing Compose and write sentences
Literacy Word Reading	RWinc: Learn set 1 sounds Learn to blend orally	RWinc: Learn set 1 digraphs Learn to segment and blend	RWinc Learn to read 4 and 5 sound words	RWinc: Learn set 2 sounds Read simple sentences	RWinc Learn set 2 sounds Read and understand simple sentences	RWinc Learn set 2 sounds Read and understand simple sentences
Maths Number Numerical Patterns 	I am learning to: Subitise to 3 Represent quantities to 3 on fingers Count to 5 Count objects accurately Know that 4 is made of four 1s	I am learning to: Count objects and sounds accurately Count to 10 Know that 5 and 5 make 10 Subitise to 10 Use fingers to represent quantities to 10 Begin to recognize numerals to 5	I am learning to: Use my fingers to quickly show quantities Recognise numerals to 5 Match numerals to quantities Order numbers from 1-5 Partition 5 Work out hidden numbers Know that 5 and 2 more make 7	I am learning to: Investigate 1 more and 1 less Order numbers to 10 Represent 8 as 5 and 3 more Investigate ways of making 7 with two parts Work out missing numbers Make and describe double patterns Show doubles on fingers	I am learning to: Revisit rules of counting Discuss and practice strategies for counting larger sets Count on from a given number Subitise doubles shown on 10 frame Identify a missing part of 5 Identify 6 as 5 and 1 and 7 as 5 and 2 Identify arrangements of 6 or 7 Explore of composition of 10 Count backwards	I am learning to: Use a rekenrek Count objects with accuracy Verbally count to 100 Understand equivalence Make and describe double arrangements Sorts numbers Recognise odd and even number Partition a set of 5 in different ways
 Maths SSM	Patterns	Circles and Triangles	Shapes with 4 sides	Mass and Capacity	Length, height and time	3D shapes
Understanding the World  Science: The Natural World	Humans – My Body Floating and Sinking	Day and Night Nocturnal Animals Lights and Sounds	Materials and their Properties	Changing States of Matter	Animals around the world Living Things	Minibeasts Life Cycles
Understanding the World  Geography: The Natural World	Seasonal Changes		Seasonal Changes		Seasonal Changes	
Outdoor Learning Experiences	Woodcraft: Wild Passport Peel a stick with a potato peeler 2 afternoons	Fire: Wild Passport Fire Safety Cook items on a stick over the fire (marshmallows) Nature: Wild Passport Identify a holly tree. 50 Things Create Wild art using leaves Collection game	Shelter: Wild Passport Construct a bird's nest 50 Things Mix paint in a puddle	50 Things Go pond dipping Go on a scavenger hunt Make a grass seed caterpillar	Rope: Wild Passport Make a friendship bracelet 50 Things Plant a runner bean and watch it grow Fly a kite	50 Things Build a sand castle Use hammer to nail 2 pieces of wood together

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Understanding the World History: Past and Present 	Changes within Living Memory: Growing Up Changes within Living Memory: Transport		Events beyond living memory: Castles			Lives of significant individuals: Florence Nightingale
Understanding the World RE: People, Culture and Communities 	F5: Being special: where do we belong? (living) (Christians and Muslims)	F4: Which times are special and why? (Expressing) (Christians, Muslims and Hindus)	F1 What stories are special and why? (Believing) (Christians and Muslims)	F2: Which people are special and why? (Believing) (Christians and Muslims)	F3: Which places are special and why (Expressing) (Christians and Muslims)	F6: What is special about our world? (Living) (Creation and how we look after the world)
Computing 	Systems and Networks Technology in school and at home e-Safety - Self-image and identity	Creating Media Mark and Pattern making e-Safety - Online Relationships	Programming Instructions (plugged) e-Safety - Online Reputation	Data and Information Introduction to data e-Safety - Privacy and Security	Creating Media Creating pictures with shapes e-Safety - Copyright and Ownership	Programming Giving Instructions (plugged) e-Safety - Online Bullying
Expressive Arts and Design Art: Creating with Materials 	Drawing Self-portraits	Vincent Van Gogh Starry Night: Painting	Card Sculpture: Create a park for Southend	Megan Coyle: Collage Space Scene	Painting: Watercolours	Eric Carle: Printing Caterpillar print
Observation Drawing	Pumpkin	Object linked to theme (torch)	Hats and Gloves	Daffodils	Fruit and vegetable	Shells
Expressive Arts and Design DT: Creating with Materials 	Structures: Construction Design and make a boat	Mechanisms – Sliders Design and make a slider for a sun or moon	Structures – construction Design and make a house		Textiles Design, sew and decorate an underwater sea creature	Food and Nutrition Design, make and evaluate healthy biscuits
Expressive Arts and Design Music 	Agreed Nursery Rhymes to learn by the end of the year: Five Little Ducks, Five Little men in a flying saucer, Row, Row, Row your boat, Old McDonald had a farm, Little Red Hen					
	Pat-a-cake 1,2,3,4,5, Once a caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	I'm a Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Twinkle Twinkle If you're Happy and You Know it Head, Shoulders, Knees and Toes	Old MacDonald Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hockey Cockey	Revisit and Review	
	Charanga Unit: Mel Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs.	Charanga Unit: My Stories Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs. Share and perform the learning that has taken place.	Charanga Unit: Everyone! Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs. Singing and playing classroom instruments within a song Share and perform the learning that has taken place.	Charanga Unit: Our World Listening and responding to different styles of music Learning to sing or sing along with nursery rhymes and action songs. Singing and learning to play instruments within a song Share and perform the learning that has taken place.	Charanga Unit: Big Bear Funk Listening and appraising Funk music Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place	Charanga Unit: Reflect, Rewind and Replay Consolidate learning throughout the year. Revisit chosen nursery rhymes. Learn about the History of Music and the beginning of the Language of Music
Whole School Events	Multicultural Week	Remembrance Christmas Fair	Book Week		Science Week Gemma's Farm	Health Week Sports Day
Parental Involvement	Curriculum Meeting Multicultural Class Assembly Phonics Workshop 1	Walk to the Post Box Phonics Workshop 2 Handwriting Workshop Nativity Performance	Relative's Afternoon Tea Maths Workshop	Reading and Writing workshop Local Church Visit	Sewing Workshop Library Visit	Beach Visit

