



Reception Long Term Plan – 2024 - 25

	Autumn 1 All about Me	Autumn 2 Transport: Past and Present	Spring 1 Space	Spring 2 Growing and Changing	Summer 1 Kings and Queens	Summer 2 Stories from the Past
Communication and Language	<p>Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures.</p> <p>Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games.</p> <p>Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc.</p> <p>Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play.</p> <p>Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.</p>	<p>Join in with repeated refrains and familiar stories.</p> <p>Follow directions, recognising left and right</p> <p>e.g. in games such as Simon says</p> <p>Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong.</p> <p>Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson's Rocket and why it was important</p> <p>Ask questions using what, where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.</p>	<p>Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space</p> <p>Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago.</p> <p>Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...'</p> <p>Share opinions, explaining preferences e.g. My favourite planet is... because...</p>	<p>Focus attention in a variety of situations; in small groups, 1:1 and whole class</p> <p>Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow?</p> <p>Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because... This plant grew really well because...</p> <p>Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they cared for them and what they noticed.</p> <p>Apply new vocabulary to explain changes noticed in plants.</p>	<p>Describe a pretend object in play-based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre.</p> <p>Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know.</p> <p>Use intonation and rhythm when joining in with stories and rhymes.</p> <p>Respond to questions using full sentences, e.g. I think... because... this will be consistently modelled by adults in all curriculum areas.</p>	<p>Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George.</p> <p>Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc.</p> <p>Retell events in order e.g. ordering events from the stories about Greek Gods that they've shared in class.</p> <p>Respond to comments from peers using full sentences, e.g. I agree with ... because...</p> <p>Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum.</p> <p>This will be modelled by adults consistently.</p>
Literacy	<p>Book: <u>Oi! Frog</u> Main Outcome: captions and labels</p> <p>Book: <u>Bringing the Rain to Kapiti Plain</u> Main Outcome: Labels</p>	<p>Book: <u>Look Up!</u> Main Outcome: Dictated sentences – retelling</p> <p>Book: <u>I am Henry Finch</u> Main Outcome: Thought bubbles</p>	<p>Book: <u>The Magic Paintbrush</u> Outcomes: Main Outcome: Dictated sentences – retelling</p> <p>Book: <u>Little Red</u> Main Outcome: Own Version Narrative</p>	<p>Book: <u>The Tiny Seed</u> Main Outcome: Labels and captions</p> <p>Book: <u>I Will Not Ever Never Eat a Tomato</u> Main Outcome: Shopping lists</p>	<p>Book: <u>Hairy McClary</u> Main Outcome: Character description</p> <p>Book: <u>Izzy Gizmo</u> Main Outcome: Letter</p>	<p>Book: <u>Where the Wild Things Are</u> Main Outcome: retell - own version 'wild thing' narrative</p> <p>Book: <u>The Night Pirates</u> Main Outcome: Letter</p>



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<p>Traditional rhymes and poetry</p>	<p>Baa, baa, black sheep Diddle diddle dumpling Hey diddle diddle Hickory dickory dock Early to bed Georgie Porgie</p>	<p>Little Bo Peep Little Jack Horner Little Miss Muffet One, two, buckle my shoe Star light, star bright Twinkle, twinkle</p>	<p>It's raining, it's pouring Jack and Jill Old King Cole Old Mother Hubbard Rain, rain, go away Sing a song of sixpence</p>	<p>Ladybird, ladybird Tadpole Little boy blue Mary had a little lamb Mary, Mary, quite contrary Old MacDonald had a farm</p>	<p>Humpty dumpty She'll be coming round the mountain The Grand Old Duke of York</p>	<p>Jack be nimble Monday's child See saw, Margery Daw Poetry Week</p>
<p>Maths</p>	<p>Early mathematical experiences (4 weeks) Pattern and early number (2 weeks) Numbers within 6 (2 weeks) Addition and subtraction within 6 (1 week) Measures (1 week) Shape and sorting (1 week)</p>		<p>Numbers within 10 (2 weeks) Calendar and time (1 week) Addition and subtraction within 10 (1 week) Grouping and sharing (2 weeks) Number patterns within 15 (2 weeks) Doubling and halving (1 week) Shape and pattern (1 week)</p>		<p>Securing addition and subtraction facts (2 weeks) Number patterns within 20 (2 weeks) Number patterns beyond 20 (1 week) Money (1 week) Measures (2 weeks) Exploration of patterns within number (2 weeks)</p>	
<p>Understanding the world: Science</p>	<p>The human body: Facial features, body parts, the senses</p> <p>Seasons of the year: Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour.</p>	<p>Forces: Push, pull, twist Air transport Water transport</p> <p>Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter Snow ploughs, gritting roads, snow tyres.</p> <p>Changing state of matter; Frost and ice- looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?</p>	<p>Our planet Earth, Earth, land and sea, plants and animals, weather, gravity.</p> <p>Space The moon, the sun, the planets in our solar system, space travel, astronauts.</p> <p>Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds nesting, bees, lighter evenings.</p>	<p>Growing and changing; How people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and tadpole Dog and puppy Cat and kitten</p> <p>Plants; How they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.</p>	<p>Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds.</p> <p>Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.</p>	<p>Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water.</p> <p>Changing state of matter; Why do our ice lollies melt?</p>
<p>Understanding the world: Geography</p>	<p>Local Area Location of our school and the local area My route to school; what do I pass? Do I take transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police, shop workers, rubbish collectors.</p>	<p>Local Area – Transport Transport in our local area and contrasted with transport for long journeys- children's experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>	<p>Space Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.</p>	<p>Farming Farming in our local area; what crops are grown where we live? Identify fruit and vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica Apples: France Onions: The Netherlands Cauliflower: Spain Broccoli: The UK</p>	<p>The UK The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace, Windsor Castle, Balmoral Castle.</p> <p>Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more.</p> <p>The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p>Locations Locate the places that feature in the key stories chosen for this topic. Oral storytelling as part of culture; how we pass on stories within our families and communities. Ask elderly relative to come in and tell the children a story.</p>



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<p>Understanding the world:</p> <p>History</p>	<p>Past and Present My past, present, future and that of others including characters from stories</p> <p>Families; When I was a baby, when my family members were young. Family Trees, diverse representations of family life.</p> <p>Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?</p>	<p>Transport George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport</p> <p>Explorers Ernest Shackleton the explorer; The South Pole, the challenges of his journey</p>	<p>Space People who looked at the stars; Galileo. Traditional stories to explain the stars e.g. The hunting of the Great Bear What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched</p>	<p>Farming in the past; Locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.</p>	<p>Kings and Queens The Story of King John and the Magna Carta Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.</p>	<p>Stories from the Past Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Myths and Legends from around the world; Ali Baba and the Forty Thieves, Stories of King Arthur, Norse Gods St George and the Dragon</p>
<p>Expressive Arts and Design:</p> <p>Creating with Materials</p>	<p>Colour Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits</p>	<p>Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design</p>	<p>Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year</p>	<p>Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets</p>	<p>Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist.</p>	<p>People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable piece of sports wear</p>
<p>Expressive Arts and Design:</p> <p>Being Imaginative and Expressive (music)</p>	<p>Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, <i>Allegro from A Little Night Music.</i></p>	<p>Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, <i>Peter and the Wolf</i></p>	<p>Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite Composer: Englebert Humperdinck, <i>Hansel and Gretel</i></p>	<p>Playing with Sounds: Singing Games including call and response</p>	<p>Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, <i>The Sorcerer's Apprentice</i></p>	<p>Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel</p>
<p>Expressive Arts and Design:</p> <p>Art/Artists</p>	<p>Miro's work</p>	<p>Pissarro's seasons paintings</p>	<p>Jackson Pollock</p>	<p>Lowry's houses and architecture of Hundertwasser</p>	<p>Van Gogh's Sunflowers</p>	<p>Degas' Ballet Dancer</p>
<p>Physical Development:</p> <p>Gross Motor</p>	<p>Spatial awareness and multi-step instruction games Running, jumping, using tricycles and scooters outside with increasing control.</p>	<p>Spatial awareness and coordination games, throwing and catching Dance to music, moving with control around the floor</p>	<p>Invasion games, throwing and catching Balance- standing on one leg, walking along a bench, climbing.</p>	<p>Team games and ball skills including using a racquet Running, jumping, hopping from foot to foot, running around obstacles</p>	<p>Team games including relay races, using racquets and balls, throwing and catching Running, jumping, hopping, skipping, jumping over obstacles, skipping with a rope</p>	<p>Racing and obstacle courses – skills for sports day Running, jumping, hopping, skipping, travelling under and over obstacles, throwing and catching</p>
<p>Physical Development:</p> <p>Fine Motor</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting paper, card, fabric, tracing, using templates, playdough Drawing myself; what features do I have?</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors Drawing maps, transport, junk modelling vehicles</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors Drawing and painting,</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing and painting plants and flowers, leaf rubbings, pencil control</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting shapes e.g. spirals Drawing, painting and modelling dough animals, pencil control</p>	<p>Small tools; cutlery, tweezers, pipettes, scissors. Cutting textured paper, tracing, using templates, playdough Drawing, painting, weaving or simple sewing.</p>



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Personal, Social and Emotional Development	Our classroom and school rules; how we all help to make our classroom a happy place to learn My Feelings; words I can use to describe how I am feeling. What I can do when I am angry or upset	Teamwork and sharing; working together and waiting to take turns How can I help my friends?	Including everyone; diversity within our school and the wider community	Healthy diets to help us grow; what we need to eat, how we look after our bodies and keep ourselves clean.	Doing things myself and helping others. Independence. What can I do if I am worried?	Challenges: moving to Year One What do I do when things are hard? Perseverance Who can help me at school?
RE	Being special – where do we belong?	Why do Christians perform nativity plays at Christmas?	Which places are special and why?	Why do Christians put a cross on their Easter garden?	Which stories are special and why?	Why is the word God so important to Christians?
Computing		Computing Systems and Networks Using a computer	Programming All about Instructions	Computing Systems and Networks Exploring hardware	Programming Programming BeeBots	Data Handling Introduction to data