

## Long Term Plan Reception 2023 – 2024

(Topics are an initial guide for areas of learning. Topics/areas of focus may change based on children's interests and observation throughout the year).

Autumn A I am amazing! Transition (2 weeks)	Autumn B Can all superheroes fly? Festivals/Christmas	Spring A Where's Wally?	Spring B Our wonderful world	Summer A Where can your imagination take you?	Summer B Whose footprint is that?
Transition, me, family, friends, self-care, out of school hobbies/interests, school expectations, emotions	Superheroes, real life superheroes, people who help us, historical figures, supertato, being healthy, food/diet, body	Types of transport, travelling, country comparisons to UK, different cultures, maps <a href="https://eyfs.info/resources/topic-support/transport-r7/">https://eyfs.info/resources/topic-support/transport-r7/</a>	Life cycles, minibeasts, pets, farm animals, growth, plants, flowers, weather, night and day, environments, cultures, countries	Fairy tales, traditional tales, castles, knights, kings/queens, prince/princesses, pirates, dragons, faries, aliens, toys, space, imagination, monsters,	Dinosaurs, safari, jungle animals, bears, camouflage, habitats <a href="https://dinosaurs.lgfl.org.uk/eyfs.html">https://dinosaurs.lgfl.org.uk/eyfs.html</a>
Forest School: Forest school will take place at different times of the year. Forest school develops self-esteem, independence, problem solving and creativity. The children will grow in self-confidence, develop their physical, emotional, cognitive and social skills. It covers all areas of our curriculum.					
CAL					
Start conversations with an adult/friend Use talk to organised themselves and their play Know rhymes and talk about stories they enjoy Remember and talk about what happens in a story Understand why questions Understands how to listen carefully and why listening is important Follow instructions Develop social phrases Engage in story times and non-fiction books		Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary Maintain longer concentration Being to use communication to solve problems Use conjunctions in speech Asks questions for clarification Understand why questions and answer appropriately		Develop a deep understanding of texts Repeat stories using refrains and in own words Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Describe events in some detail Give appropriate attention and two channelled attention Awareness of listeners' Listen to and talk about selected non-fiction Develop new knowledge and vocabulary from non-fiction	
Skills to progress and continue developing throughout the year: Use of manners, articulate their ideas and thoughts in well-formed sentences, learn new vocabulary and use in context, use of language in imaginative play, learn rhymes, poems and sing songs.					
PSED					
Transition into reception Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them		Working as a team Express feelings and be considerate of others' needs Begin to independently find solutions to conflicts and rivalries		Transition into Year 1 Collaborative learning Show resilience and perseverance in the face of challenge.	

<p>Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> <p>Understand gradually how others might be feeling</p> <p>Play with one or more other children, extending and elaborating play ideas.</p> <p>Become more outgoing with unfamiliar adults and children</p> <p>Showing more confidence in taking risks, trying new things or new social situations</p> <p>See themselves as a valuable individual.</p> <p>Recognises that they belong to different communities and social groups and communicates freely about own home and community</p> <p>JIGSAW:</p> <p>Au1 – <b>BM</b> (Being Me in My World) 'Who am I and how do I fit?'</p> <p>Au2 – Autumn 2: <b>CD</b> (Celebrating Difference) Respect for similarity and difference. Anti-bullying and being unique</p>	<p>Build constructive and respectful relationships</p> <p>Proactive in seeking adult support and articulate needs and wants</p> <p>Is more aware of their relationships to particular social groups and sensitive to prejudice and discrimination</p> <p>Shows confidence in speaking to others about their own needs, wants, interests and opinions in familiar group</p> <p>Talks about their own and others' feelings and behaviour and its consequences</p> <p>Understands that expectations vary depending on different events, social situations and changes in routine, and becomes more able to adapt their behaviour in favourable condition</p> <p>JIGSAW:</p> <p>Sp 1 – (Dreams and Goals) Aspirations, how to achieve goals and understanding the emotions that go with this</p> <p>Sp 2 – <b>HM</b> (Healthy Me) Being and keeping safe and healthy</p>	<p>Identify and moderate their own feelings socially and emotionally.</p> <p>Think about the perspectives of others</p> <p>Manage their own needs</p> <p>Negotiating and finding a compromise</p> <p>Has a clear idea about what they want to do in their play and how they want to go about it</p> <p>Shows confidence in choosing resources and perseverance in carrying out a chosen activity</p> <p>Attempts to repair a relationship or situation where they have caused upset and understands how their actions impact other people</p> <p>JIGSAW:</p> <p>Su 1 – <b>RL</b> (Relationships) Building positive, healthy relationships</p> <p>Su 2 – <b>CM</b> (Changing Me) Coping positively with change</p>
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<p><b>Fine Motor:</b></p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Start eating independently and learning how to use a knife and fork</p> <p>Begin to select equipment for desired effect</p> <p><b>Gross Motor:</b></p> <p>Balancing, riding bikes/scooters/trikes, waving streamers, making large marks</p> <p>Moving in a variety of ways e.g. dancing, running, skipping</p> <p>Negotiating space</p>	<p><b>Fine Motor:</b></p> <p>Use one-handed tools with increasing accuracy such as cutting along a pre-drawn line, drawing around a shape, forming some letters correctly.</p> <p>Use a range of tools and equipment effectively</p> <p><b>Gross Motor:</b></p> <p>Revise and refine movements such as: rolling, crawling, walking, jumping, running, hopping, skipping and climbing.</p> <p>Combine different movements with ease and fluency.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p><b>Health and well-being:</b></p> <p>Know and talk about in importance of regular physical activity, healthy eating, tooth brushing, sensible amounts of</p>	<p><b>Fine motor:</b></p> <p>Form letters correctly</p> <p>Reducing letter size</p> <p>Correct pencil grip</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Use tools and equipment to achieve desired purpose and knowing how to adapt resources where necessary</p> <p><b>Gross motor:</b></p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p><b>Health and well-being:</b></p>
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<p><b>Health and well-being:</b> Independently manage fastening, dressing etc. Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly. Being to be aware of what it means to be healthy</p> <p><b>PE:</b> Au1 – Baseline movements and early gymnastics using equipment Au2 – Superhero dance</p>	<p>'screen time', having a good sleep routine, being a safe pedestrian Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p> <p><b>PE:</b> Sp1 – Multi skills Sp2 – Enjoy a ball – one session on mini Muay Thai</p>	<p>Keeping safe in different contexts Importance of managing animals and hand hygiene Animal diet</p> <p><b>PE:</b> Su1 – Dinosaur dance Su2 – Swimming and sports day</p>
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**Squiggle me into a writer to be used weekly throughout each half term to develop fine and gross motor skills.**

Skills to progress and continue developing throughout the year:

*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.*

*Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.*

*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility*

**Literacy**

<p><u>Focus text ideas:</u> Only one you You choose My class is a family All about families Starting school stories <b>The Colour Monster</b> <b>Pumpkin soup</b></p>	<p><u>Focus text ideas:</u> <b>A superhero like you – Dr Ranj</b> <b>Kindness is my superpower</b> <b>Supertato</b> Non-fiction texts Nat Fantastic Superworm Michael Recycle and Litterbug Doug</p>	<p><u>Focus text ideas:</u> <b>Handa's Surprise</b> <b>Gift from Amma</b> <b>The Train Ride</b> <b>Somewhere in Australia</b> <b>Through my window</b> <b>My granny went to market</b> A ticket around the world All Aboard the BoBo Road Non-fiction texts Naughty bus</p>	<p><u>Focus text ideas:</u> <b>Farmer duck</b> <b>The Very Hungry Caterpillar</b> <b>Jack and the Beanstalk</b> <b>The Little Red Hen</b> Non-fiction texts</p>	<p><u>Focus text ideas:</u> <b>The Gruffalo</b> <b>Goldilocks and the Three Bears and other traditional tales + other cultures</b> <b>Cinderella</b> <b>Where The Wild Things Are</b> <b>The Tiger Who Came to Tea</b> Whatever next Room on the Broom <b>The Gingerbread Man</b></p>	<p><u>Focus text ideas:</u> <b>Dear Zoo</b> <b>Harry's bucket full of dinosaurs</b> <b>Dear Dinosaur</b> <b>Dinosaur Roar!</b> <b>We're going on a lionhunt</b> The Odd Egg Rumble in The Jungle Non-fiction dinosaur/animal books</p>
<p>Name writing and reading List writing, labelling Mark making and ascribe meaning to marks Identify, read and write some single phonemes</p>	<p>Blend and segment sounds in simple words Begin to recognise/write digraphs Begin to read and write simple common exception words Read simple phrases</p>			<p>Form lower case and capital letters correctly Read simple sentences Apply phonics knowledge to decode and write words Confidently read and write common exception words</p>	

Hear and say initial sounds in words Writing simple CVC words Blending and segmenting Handle books appropriately Listening and recalling events in stories Looks at books independently	Write identifiable letters Write simple CVC, CVCC and CCVC words Attempts to write short sentences/phrases Read words and simple sentences	Talk about what they have read Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Begin to spell some words correctly Re-read what they have written to check that it makes sense. Re-read books to build fluency
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**Mathematics**  
Following the LTP overview of White Rose Mathematics

Formal maths teaching to begin in week 4. Matching and sorting Comparing amounts, size, mass and capacity Exploration of pattern Representing numbers 1 – 5 Comparing numbers 1 – 3 Composition of numbers 1 – 3 One more and one less 1 – 5 Counting objects, actions and sounds Subitising Circles, triangles, squares and rectangles Positional language Spatial awareness Time (morning, night, daily routines)	Introducing 0 Representing numbers 5 – 10 Comparing numbers to 5 then 10 Composition of numbers 5 – 10 Subitising Making pairs Combining two groups Bonds to 10 Comparing mass and capacity Length and height Time (sequencing events, language of time) 3d shapes	Building numbers beyond 10 Counting beyond 10 Addition Subtraction Doubling Sharing and grouping Odd and even Deepening understanding of problem solving Spatial reasoning (match, rotate, manipulate compose, decompose, visualise, build and mapping) Finding 2D shapes within 3D shapes Patterns (complex patterns, repeating patterns, creating own rules) Mapping using positional language Patterns and relationships with number
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**Understanding of the World**  
Science RE Geography History

Name and talk about lives of people around them. Talk about themselves, likes and dislikes Talk about our families and how all families are different Recognise people have different beliefs and	People around us and their role How people help us People in history and how they have helped us – Florence Nightingale etc. Healthy food How to have a healthy body Dental care and hygiene Looking after teeth/body	<ul style="list-style-type: none"> <li>Travel</li> <li>Transport</li> <li>Explore children's culture/heritage</li> <li>Evolution of transport</li> <li>Similarities and differences of life in UK and other countries</li> <li>Similarities and differences of world</li> </ul>	<ul style="list-style-type: none"> <li>Describe the immediate physical and human environment</li> <li>Explore the natural world around them</li> <li>Describe what they see, hear and feel outside.</li> <li>Observe the world around them</li> </ul>	<ul style="list-style-type: none"> <li>Past and present – similarities and differences</li> <li>Understand the past through settings and characters</li> <li>Understanding of different cultures and heritages through stories</li> </ul>	<ul style="list-style-type: none"> <li>Habitats</li> <li>Animals in the wild</li> <li>Animal diet</li> <li>Dinosaurs</li> <li>Mary Anning</li> <li>Changing states – melting icecaps/global warming</li> </ul>
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<p>celebrate special times in different ways</p> <p>Understand that some places are special to members of the community</p> <p>Look at our local environment and where we live</p> <p>Learning about our school and managing where things are</p> <p>How have I change since I was a baby? (transition from baby to school)</p> <p>Understand the effect of changing seasons – Autumn</p>	<p>Festivals around the world and how they are celebrated – Christmas, Diwali, Hanukkah</p>	<p>around them and contrasting settings</p> <ul style="list-style-type: none"> <li>Map skills – Story Maps</li> <li>Understand the effect of changing seasons – Winter</li> </ul>	<ul style="list-style-type: none"> <li>Draw pictures of animals and plants</li> <li>Life cycles</li> <li>Environments and ecosystems</li> <li>Planting/growing</li> <li>What animals/plants need to survive</li> <li>Understand the effect of changing seasons – Spring</li> </ul>	<ul style="list-style-type: none"> <li>United Kingdom Royal family</li> <li>Castles in the UK</li> <li>Sporting events before and in our lifetime</li> <li>Understand the effect of changing seasons – Summer</li> </ul>	<ul style="list-style-type: none"> <li>Understand the past through settings and characters</li> <li>Similarities and differences in the world around them and contrasting settings</li> </ul>
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Celebrations/events throughout the year

<p>Black history month</p> <p>Halloween</p> <p>Poetry day</p> <p>Harvest</p>	<p>Remembrance Day</p> <p>Bonfire night</p> <p>Children in Need</p> <p>Hanukkah</p> <p>Diwali</p> <p>Advent</p> <p>Christmas</p>	<p>New Year</p> <p>Chinese New Year</p> <p>Valentine's Day</p>	<p>Red Nose Day</p> <p>Ramadan/Eid</p> <p>Easter</p> <p>Mother's Day</p> <p>World Book Day</p> <p>Holi</p> <p>Science Week</p>	<p>May Day</p> <p>St George's Day</p> <p>Road Safety Week</p>	<p>Father's Day</p> <p>Pride Month</p>
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Skills – To be developed throughout the term:

- Observing • Sorting and grouping • Comparing • Sequencing • Classifying • Asking/answering questions • Enquiring • Investigating • Exploring and experimenting • Thinking • Listening • Solving problems
- Making decisions • Recording • Predicting and testing • Communicating • Reflecting • Evaluating • Describing

Expressive Arts and Design

<p>Self portraits/houses</p> <p>Only one you fish collage</p> <p>Singing familiar songs with actions</p> <p>Dancing</p> <p>Colour monster design</p>	<p>Superhero equipment e.g. capes, masks.</p> <p>Representing real life roles within play.</p> <p>Rangoli patterns</p> <p>Diva lamps</p>	<p>Designing maps</p> <p>Building transport models</p> <p>Making flags</p> <p>Exploring food from different countries</p> <p>Cultural dances</p>	<p>Observational drawings</p> <p>Explore artists such as Van Gogh Sunflowers</p>	<p>Monster junk modelling</p> <p>Castle building</p> <p>Making gingerbread men</p> <p>Designing and making crowns, shields etc.</p>	<p>Animal masks</p> <p>Dinosaur dance</p> <p>Footprint design</p>
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Autumn crafts					
<p>Start to make marks intentionally</p> <p>Explore paint, using fingers, brushes and other tools</p> <p>Engage in simple pretend play</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses</p> <p>Use an object to represent something else even though they are not similar in play</p> <p>Make simple models which express their ideas.</p> <p>Begin to experiment with joining materials – glue and tape</p> <p>Begin to explore colour for a purpose e.g. green for grass</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>Begin to explore colour</p> <p>Develop storylines in their pretend play</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc.</p> <p>Draw with increasing complexity and detail e.g. a circle for a face and include features</p> <p>Show emotions in artwork</p> <p>Use their imagination as they consider what they can do with different materials</p> <p>Explore colour and mixing – making secondary colours</p>	<p>Explore colour and mixing – light and dark/tones</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Create collaboratively, sharing ideas, resources and skills</p> <p>Explore different materials freely, in order to develop their ideas about how to use them and what to make</p> <p>Develop their own ideas and then decide which materials to use to express them</p> <p>Join different materials and explore different textures</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park</p>			
Possible Stunning Starts/Trips/Events					
Autumn walk	<p>Superhero day</p> <p>Visits from local people who help us – nurse, doctor, vet, guide dogs etc.</p>	<p>Winter walk</p> <p>Little City</p>	<p>Mead Open Farm</p> <p>Zoo lab</p> <p>Spring walk</p>	<p>Teddy bear picnic</p> <p>Summer walk</p>	<p>Dinosaurs – portals to the past</p> <p>Dino land</p>