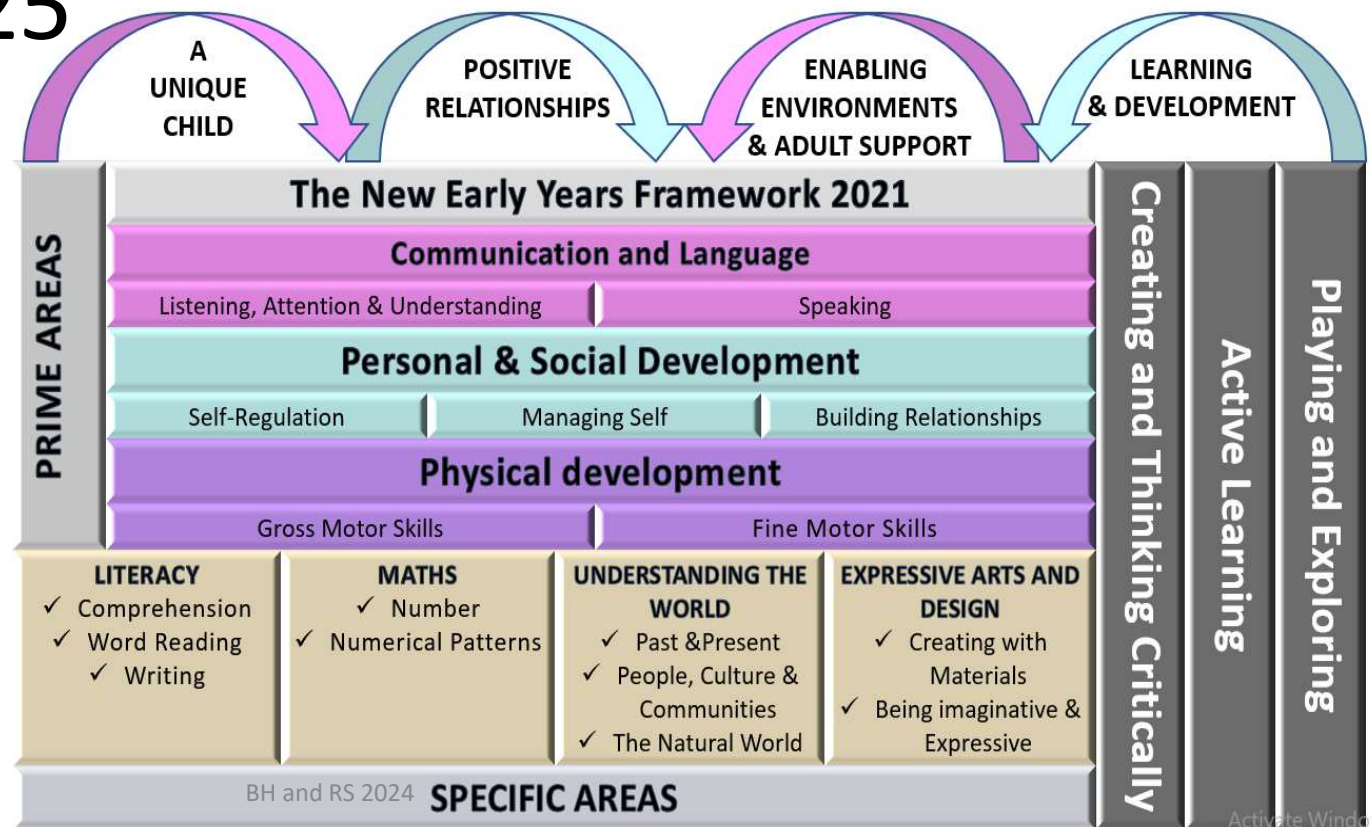


# Reception Long Term Plan 24-25


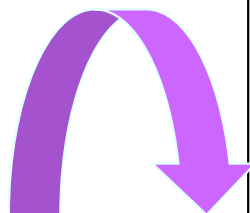
*"Children will be given an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children's learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21' & children's interests." St Luke's EYFS Team*

*"We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At St Luke's, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year." Reception Class*





# Reception Long Term Plan 2024-2025

RECEPTION LONG TERM PLAN 2021-2023							
	Autumn 1 Week 1-3	Autumn	Autumn 2 Last 3 weeks	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Community Detectives	Once Upon a time	Christmas	Dinosaurs	Space	Farms and growing in the UK	
    Over Arching Principles	<b>Characteristics of Effective Learning</b> <b>Playing and exploring:</b> - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning <b>Active learning:</b> - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. <b>Creating and thinking critically:</b> - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.						
	<b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured. <b>Positive Relationships:</b> Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. <b>Enabling environments:</b> Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. <b>Learning and Development:</b> Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.						
	<i>We understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’ EYFS Team</i>  <b><i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</i></b>						

BH and RS 2024  
*The ultimate purpose of education, for adults and children, is to help them cultivate love, which is both an aesthetic and rational experience.*



# Reception Long Term Plan 2024-2025

	Autumn 1 Weeks 1-3	Autumn	Autumn 2 Last 3 weeks	Spring 1	Spring 2	Summer 1	Summer 2
<b>General Themes</b>  <i>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</i>	<b>Community Detectives/</b> Starting school / my new class / My school  Where do I live? Where's my school? Photos outside their house. Travelling around the area Pictures around our school.	<b>Once Upon a time</b> Retell familiar stories Instructions/ recipes- cooking	<b>Christmas</b> What is Christmas? Why do we celebrate? The Christmas story Christmas traditions Santa	<b>Dinosaurs</b> Dinosaur names Dinosaur eggs Where did the dinosaurs live? Carnivores/Herbivores Simple timeline What happened to the them?	<b>Space</b> Where is / what is space? Naming the planets? Space travel	<b>Farms and growing in the UK</b> Looking at arable and pastoral farms Naming common animals and their young Food to fork Map- compare and contrast city to country.  Books Seasons come, seasons go. Look what I found on the farm.	
<b>Possible Texts and 'old favourites'</b>	Atlas and globes Books about journeys and maps The Gruffalo Room on the broom	Bear hunt Goldilocks and the three bears The Gingerbread Man Little red riding hood The three little pigs	The Jolly Postman The snowman Dear Santa Little Robin Red Vest Father Christmas needs a wee  <i>The christmas Story</i>	Harry and the Dinosaurs Stomp, Dinosaur, Stomp! Tinyranosaurus If I had a dinosaur <i>Cover a selection of Non-Fiction dinosaur books (factfiles)</i>	Aliens love underpants The way back home How to catch a star Whatever next! Non- Fiction books about space	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk The Little Red Hen Jasper's Beanstalk Seasons come and seasons go(Non- Fiction) Look what I found on the farm.	
<b>'Wow' moments / Enrichment Weeks</b>	Remembrance Day Harvest Time Birthdays Favourite Songs	Gingerbread man turns up in the classroom. Bear footprints	Nativity Advent book box Advent Calander Christingle	Dinosaur eggs appear and hatch in classroom	Alien crash lands in playground.	Visit to the farm (Hesketh) Chicks Butterflies Growing seeds	



# Reception Long Term Plan 2024-2025

	Autumn 1 Weeks 1-3	Autumn	Autumn 2 Last 3 weeks	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Community Detectives	Once Upon a time	Christmas	Dinosaurs	Space	Farms and growing in the UK	
<b>Our Values</b> <b>Assemblies /</b> <b>Sharing</b> <b>Circles</b>  These will mirror the principles and values of our school.  We will 'dip in and out of each area' each term as and when we need to.  These are the focus for assemblies/ shared worship in class and our prayer tree.	<b>FRIENDSHIP</b> Is something that we offer to everyone, just as God offers it to us. Learning to be a good friend takes a life time. Good friends stick around in bad times as well as good; They are not afraid to tell us the truth, even if it hurts!		<b>COMPASSION</b> Is 'putting yourself in someone else's shoes' when they are suffering. As we start to understand how they feel in our hearts, we will want to help them in some way.	<b>REVERENCE AND RESPECT</b> Take time to stop and be amazed: by God, by the people and world around us. Recognise that we depend on all of them. And the way we respond to and interact with life, others, the created world and God will change.	<b>SERVICE</b> Helping others, even if they can't (or won't) do anything in return & even if it costs us (time, money, discomfort). Serving others can bring joy & freedom.	<b>CREATION &amp; CREATIVITY</b> Remembering that the earth, and every life on it, is precious – a beautiful and beloved creation to be treasured and cared for; enjoyed, explored and celebrated.	<b>TRUTHFULNESS</b> Be truthful. Be true to who you are (don't pretend to be someone else). Search for and talk about truth & meaning in life (e.g. is it true that fame and money will make you happy?).  Discover the amazing truth that we are loved beyond measure.

We recognise that all children are unique and special.

March 2024

<b>PSHE Overarching curriculum</b>	<b>At St Luke's we strive to ensure our children at the end of reception can:</b> <ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> <li>• Show resilience and perseverance in the face of challenge.</li> <li>• Identify and moderate their own feelings socially and emotionally.</li> <li>• Think about the perspectives of others.</li> <li>• Manage their own needs.</li> <li>- Personal hygiene</li> <li>• Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - <b>healthy eating (focus for summer term)</b> - <b>tooth brushing (summer term)</b> - <b>a safe pedestrian (summer term)</b></li> </ul>					
<b>PSHE-SCARF (Discreet)</b>	<b>Me and My Relationships</b>	<b>Valuing Difference</b>	<b>Keeping Safe</b>	<b>Rights and Respect</b>	<b>Being My Best</b>	<b>Growing and Change</b>
<b>Zones of Regulation</b>	We use Zones of Regulation as a means to aid children to identify and name their feelings and begin to self regulate. We provide opportunities for children to talk about their feelings and how others make them feel. Children are encouraged to express how they feel and why. Children are taught strategies and given time to talk to adults about their feelings and how to deal with them. The zones of regulation progress through school with the children.					
<b>British Values</b> All values are taught across the year	<b>The Rule of Law</b> School and classroom rules How to move around school Year 6 buddies	<b>Democracy</b> Class votes	<b>Individual Liberty</b> Play fairly with others. Talk about others work in a positive way. Cooperation- with adults and peers	<b>Mutual Respect</b> Being kind to others. Developing peer friendships- being kind to each other. Zones of Regulation	<b>Tolerance for those of different faiths and beliefs</b> Learning about others, their families and homes RE and PSHE links	

## Reception Long Term Plan 2024-2025

English	Autumn 1 Weeks 1-3	Autumn	Autumn 2 Last 3 weeks	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Community Detectives	Once Upon a time	Christmas	Dinosaurs	Space	Farms and growing in the UK	
Literacy from Development matters - Taught through focused teaching, small group, individual and play. Taught at the speed appropriate to the individual child.	Age 3-4 <ul style="list-style-type: none"><li>Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing</li><li>Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother</li><li>Engage in extended conversations about stories, learning new vocabulary.</li><li>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing ‘m’ for mummy.</li><li>Write some or all of their name.</li><li>Write some letters accurately</li></ul>			Children in Reception <ul style="list-style-type: none"><li>Read individual letters by saying the sounds for them.</li><li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li><li>Read some letter groups that each represent one sound and say sounds for them.</li><li>Read a few common exception words matched to the school’s phonic programme.</li><li>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</li><li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li><li>Form lower-case and capital letters correctly.</li><li>Spell words by identifying the sounds and then writing the sound with letter/s.</li><li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li><li>Re-read what they have written to check that it makes sense.</li></ul>			
Phonics and Reading Sounds Write	Setting in How to use a whiteboard/pen /rubber. Unit 1- word building	Units 2,3	Units 4,5,6	Units 6,7,8	Units 9,10	Unit 11 and consolidation Guided Reading Groups	

	3 weeks	6 weeks	3 weeks	Spring 1	Spring 2	Summer 1	Summer 2
Reception Topic	Community Detectives	Once upon a time	Christmas	Dinosaurs	Space	Farm and Growing in the UK	
Book	Atlas Pip and Posey	We're going on a bear hunt The Gingerbread man Goldilocks and the three bears	The Christmas Story	If I had a dinosaur A dinosaur called tiny	Aliens Love underpants  Q pootle 5 (animation)  Travel to space  Smegs and Smoods	Seasons come, seasons go The very hungry caterpillar The crunching munching caterpillar Jaspers Beanstalk Jack and the beanstalk	
English Genre	<p><b>1 week</b> <b>Writing to inform- Reports</b> Adult to scribe, identify what is around us in our community, key parts of Bradford. Put into provision</p> <p><b>2 weeks-</b> <b>Narrative-</b> Pip and posy, discussing feelings. Labelling feelings.</p>	<p><b>2 weeks</b> <b>Writing to inform:</b> After introducing the story of the gingerbread man. (focus on story maps) Instructions- How to make a gingerbread man (ordering and oral rehearsal- pictures)</p> <p><b>1 weeks</b> <b>Narrative-</b> We're going on a bear hunt. Retell familiar stories using oral rehearsal.</p> <p><b>1 weeks-</b> the three little pigs.</p> <p><b>1 weeks</b> <b>Narrative-</b> Goldilocks and the three bears. Retell familiar stories using oral rehearsal.</p> <p><b>1 week</b> <b>Poetry- Rhyming strings</b></p>	<p><b>3 weeks:</b> <b>Narrative-</b> sequencing and retelling, oral rehearsal.</p> <p>Retelling the Christmas story. Write a list of who is in the stable.</p>	<p><b>Narrative-</b></p> <p><b>2 weeks:</b> <b>Writing to inform:</b> If I had a dinosaur. Innovate dinosaur- description Lists and labels (label a dinosaur)</p> <p>My dinosaur has....</p> <p><b>2 weeks:</b> A dinosaur called tiny. Retell writing a simple sentence about what happened in the story.</p> <p><b>2 weeks:</b> Simple facts about dinosaurs</p> <p>It is....</p> <p>NON- FICTION- KNOWING WHAT A NON-FICTION BOOK IS/PARTS OF A BOOK.</p>	<p><b>Narrative</b></p> <p><b>2 weeks:</b> <b>Writing to inform:</b> What's in the box? Travel to space List writing Questions to aliens Describing the alien What I would take to space with me.</p> <p><b>2 weeks:</b> Fact files about space.</p> <p><b>2 weeks-</b> Q pootle 5 animations. Retell</p>	<p><b>1 week:</b> Focus on spring, seasons come and seasons go.</p> <p><b>2 weeks:</b> <b>Inform-</b> life cycle of a duck Label animals, write a fact.</p> <p><b>2 weeks:</b> <b>Narrative-</b> STORY Innovate</p> <p><b>1 week:</b> <b>Poetry-</b> perform a simple poem (ducks)</p>	<p><b>1 week:</b> <b>Recount - Trip to the farm</b></p> <p><b>2 weeks:</b> <b>Narrative-</b> Little red hen Instructions, making bread. Innovate</p> <p><b>2 weeks:</b> <b>Narrative-</b> The very hungry caterpillar. Innovate</p> <p><b>1 week:</b> <b>Poetry-</b> Alliteration</p>
Ongoing Skills	<ul style="list-style-type: none"> <li>- Sing a range of nursery rhymes, numbers songs.</li> <li>- Book skills- title, author, illustrator, characters.</li> <li>- Letter formation- names, handwriting families.</li> </ul>						

<p><b>Skills</b></p>	<p><b>Name Writing</b></p> <p><b>Three to four:</b></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> </ul>	<p><b>Captions and own names. Writing CVC words</b></p> <p><b>Three to four:</b></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> <li>- Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>-Write some or all of their name.</li> </ul>	<p><b>Captions and own names. Writing CVC words</b></p> <p><b>Three to four:</b></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> <li>- print has meaning</li> <li>- print can have different purposes</li> <li>- we read English text from left to right and from top to bottom</li> <li>- the names of the different parts of a book</li> <li>- page sequencing</li> <li>- Engage in extended conversations about stories, learning new vocabulary.</li> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>-Write some or all of their name.</li> </ul>	<p><b>Captions</b></p> <p><b>Reception:</b></p> <p>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</p> <p>ELG-</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.</p>	<p><b>Retell of the story- 1 sentence of the story, oral rehearsal.</b></p> <p><b>Reception:</b></p> <p>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. 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Re-read what they have written to check that it makes sense.</p> <p>ELG-</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Read a few common exception words matched to the school's phonic programme</p> <ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>	<p><b>Retell of the story- 3 sentence of the story, oral rehearsal.</b></p> <p><b>Retell of the story- 1 sentence of the story, oral rehearsal.</b></p> <p><b>Reception:</b></p> <p>Form lower-case and capital letters correctly. • Spell words by identifying the sounds and then writing the sound with letter/s. • Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.</p> <p>ELG-</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Read a few common exception words matched to the school's phonic programme</p> <ul style="list-style-type: none"> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>
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	Autumn 1 Weeks 1-3	Autumn	Autumn 2 Last 3 weeks	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Community Detectives	Once Upon a time	Christmas	Dinosaurs	Space	Farms and growing in the UK	
<b>Communication and Language From Development Matters</b>  <b>Overarching principle- focus in provision!</b>	<b>Children age 3-4</b> <ul style="list-style-type: none"><li>• Enjoy listening to longer stories and can remember much of what happens.</li><li>• Pay attention to more than one thing at a time, which can be difficult.</li><li>• Use a wider range of vocabulary.</li><li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li><li>• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</li><li>• Sing a large repertoire of songs.</li><li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li><li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li><li>• Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</li><li>• Use longer sentences of four to six words.</li><li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li><li>• Start a conversation with an adult or a friend and continue it for many turns.</li><li>• Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”</li></ul>			<b>Children in Reception</b> <ul style="list-style-type: none"><li>• Understand how to listen carefully and why listening is important.</li><li>• Learn new vocabulary.</li><li>• Use new vocabulary through the day.</li><li>• Ask questions to find out more and to check they understand what has been said to them.</li><li>• Articulate their ideas and thoughts in well-formed sentences.</li><li>• Connect one idea or action to another using a range of connectives.</li><li>• Describe events in some detail.</li><li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li><li>• Develop social phrases.</li><li>• Engage in story times.</li><li>• Listen to and talk about stories to build familiarity and understanding.</li><li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li><li>• Use new vocabulary in different contexts.</li><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li><li>• Engage in non-fiction books.</li><li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li></ul>			
<b>What this looks like</b>	Sit and listen to a story as part or a group or whole class. Join in with refrains and retelling familiar stories. Use story maps to retell familiar stories, take a familiar story from the shelves to share together. Begin to answer/ ask questions about what they have heard. Topic brainstorm Expected to speak in clear sentences- adults to model good speaking and listening Work in small groups and whole class groups to take part in discussions, story retells. New Vocabulary explored throughout the day- stories, topic words, new words in phonics Engaging in provision- back and forward conversations and vocabulary development.						



# Reception Long Term Plan 2024-2025

## Maths

Maths	Autumn 1 Weeks 1-3	Autumn		Autumn 2 Last 3 weeks	Spring 1		Spring 2	Summer 1		Summer 2	
General Themes	Community Detectives	Once Upon a time		Christmas	Dinosaurs		Space	Farms and growing in the UK			
White Rose Maths	Getting to know you	Just like Me!	It's me 123	Light and Dark	Growing 6,7,8	Building 9,10	Review and Revisit	To 10 and beyond	First, Now and then	Find my pattern	On the move
Mastering Number											
Subitising	Within 3			Within 5	5 and more conceptual subitising		Doubles	When to subitise Different arrangements		Consolidation	
Cardinality, counting and ordering	Counting sequence Cardinality 1:1 Correspondence			Cardinality within 5 Dice patterns Numerals to 5 Show me- on fingers	Counting beyond 20. Show me- on fingers Link cardinality to numeral		Within 10 Counting pattern beyond 20	Beyond 20			
Composition	Within 4			Whole and part	Within 6 Hidden parts 5 and a bit		Odd and even Composition of numbers to 10.	Composition of numbers to 10.			
Comparison	More than Fewer than			matching	Equal and unequal		"howmanyeness" of a number Positions of numbers	Order sets			



## Understanding the World

# Reception Long Term Plan 2024-2025

Understanding the World	Autumn 1 Weeks 1-3	Autumn	Autumn 2 Last 3 weeks	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Community Detectives	Once Upon a time	Christmas	Dinosaurs	Space	Farms and growing in the UK	
Understanding the world from Development matters.	Children age 3-4 • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history. • Show interest in different occupations. • Explore how things work. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. • Continue developing positive attitudes about the differences between people. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.			Children in Reception •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. • Compare and contrast characters from stories, including figures from the past. • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.			
History Links	Whose in my family? Chronological ordering (Within their lifetime)	Compare and contrast characters from stories- including characters and situations from the past.	How was Christmas celebrated in the past?	Learning about the past- before their life.	Changes in space travel- astronauts	Changes in farming- equipment Using story to understand changes in technology- LRH	
Geography Links	Our School- finding my way around. Our local area Where do I live? My house			Natural world Natural/man made - No humans	Naming Planets. We live on planet earth- we have land and water	Comparing different environments- farm to city Map- identify farms and cities	
Science Links (also see PSHE)	Naming parts of my body- action rhymes	Floating and sinking Seasonal change- Autumn		Seasonal change- Winter Herbivore/ carnivores/ Omnivores	Seasonal change- Spring	Naming common animals and young Growing seeds/ plants Where does our food come from?	Seasonal change- summer  Our senses

BH and RS 2024

*Our educational method is grounded in the conviction that every individual is spiritual by nature and therefore possesses incredible capacity for learning and growth.*

<b>Understanding the World</b>	Autumn 1 Weeks 1-3	Autumn	Autumn 2 Last 3 weeks	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Community Detectives	Once Upon a time	Christmas	Dinosaurs	Space	Farms and growing in the UK	
<b>RE</b>  <b>Believing and belonging</b>	Where do we live?		How are special times celebrated- Autumn Festivals	Why are Special times celebrated? – Spring Festivals	Which Places are special and why?	What makes a good helper?	What do religious believers believe about who created the world?
<b>Festivals</b>	Harvest Bonfire Night- Guy Fawkes		Christmas Diwali	Shrove Tuesday Ash Wednesday Lent Chinese New Year	Pesach Holi Eid-al-fid Easter		Eid- al- adha
<b>Music</b> <b>Kapow (Discreet)</b>	Exploring sounds		Celebration Music	Musical Stories		Music and Movement	Big Band



# Reception Long Term Plan 2024-2025

	Autumn 1 Weeks 1-3	Autumn	Autumn 2 Last 3 weeks	Spring 1	Spring 2	Summer 1	Summer 2	
General Themes	Community Detectives	Once Upon a time	Christmas	Dinosaurs	Space	Farms and growing in the UK		
<div>Expressive Arts and Design from Development Matters</div> <div>Through provision and focused activities linking to the topic or children’s interests.</div>	<div>Children age 3-4</div> <div>• Take part in simple pretend play, using an object to represent something else even though they are not similar. • Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses etc. • Make imaginative and complex ‘small worlds’ with blocks and construction kits, such as a city with different buildings and a park. • Explore different materials freely, to develop their ideas about how to use them and what to make. • Develop their own ideas and then decide which materials to use to express them. • Join different materials and explore different textures. • Create closed shapes with continuous lines, and begin to use these shapes to represent objects. • Draw with increasing complexity and detail, such as representing a face with a circle and including details. • Use drawing to represent ideas like movement or loud noises. • Show different emotions in their drawings and paintings, like happiness, sadness, fear etc. • Explore colour and colour-mixing. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person (‘pitch match’). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.</div>			<div>Children in Reception</div> <div>• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.</div>				
	Children will have access to a well stocked art trolley, playdough/ malleable area/ painting easel and art and craft area daily as part of their general provision. Activities will be provided to develop fine motor skills and develop the use of tools and joining materials together. Children’s interests will be followed and enhancements provided.							
Art and Design links Kapow	Drawing: Marvelous Marks		Craft and design: Let’s get crafty.  Seasonal Craft: Snowflakes and salt dough decorations	Sculpture and 3D creation Stations		Painting and mixed media: Paint my world		
Design and Technology links Kapow	Structures: Boats			Structures: Junk modelling Seasonal Craft: Hanging Easter Eggs		Food: soup Seasonal: Design a rainbow salad.		



# Reception Long Term Plan 2024-2025

## Computing

	Autumn 1 Weeks 1-3	Autumn	Autumn 2 Last 3 weeks	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Community Detectives	Once Upon a time	Christmas	Dinosaurs	Space	Farms and growing in the UK	
Computing Kapow	Programming 1: All about Instructions		Programming 2: Programming Beebots	Data Handling: Introduction to Data	Computer Systems and Networks 1: Using a computer	Computer Systems and networks 2: Exploring Hardware	

## PE

	Autumn 1 Weeks 1-3	Autumn	Autumn 2 Last 3 weeks	Spring 1	Spring 2	Summer 1	Summer 2
General Themes	Community Detectives	Once Upon a time	Christmas	Dinosaurs	Space	Farms and growing in the UK	
Discreet Teaching	Movement Development		Working with others	Me and Myself	Throwing and Catching	Fitness	Ball Skills
Development matters  Through provision (planned and unplanned)	<p>Physical Development underpins everything we do in Reception. The children need fine motor skills activities to be able to hold a pencil correctly and also need gross motor skills to be able to sit and listen on the carpet.</p> <ul style="list-style-type: none"> <li>• Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing</li> <li>• Progress towards a more fluent style of moving, with developing control and grace.</li> <li>• 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.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</li> <li>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>• Combine different movements with ease and fluency.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> <li>• Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>• Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes</li> </ul>						

BH and RS 2024

*At the heart of education is a positive, synergistic relationship between the teacher and the student. This dynamic creates the environment for learning to take place.*



# Reception Long Term Plan 2024-2025

Early Learning Goals – for the **end of the year** - Holistic / best fit Judgement!

Communication and Language	Personal, social, emotional development	Physical Development	Literacy	Maths	Understanding the World	Expressive arts and design
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p><b>ELG: Speaking</b></p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p><b>ELG: Self-Regulation</b></p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p><b>ELG: Managing Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</p>	<p><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG: Fine Motor Skills</b></p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>	<p><b>ELG: Comprehension</b></p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p><b>ELG: Word Reading</b></p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>ELG: Writing</b></p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</p>	<p><b>ELG: Number</b></p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><b>ELG: Numerical Patterns</b></p> <p>Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p>	<p><b>ELG: Past and Present</b></p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><b>ELG: People, Culture and Communities</b></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>ELG: Creating with Materials</b></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.