
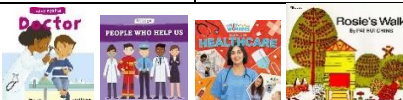
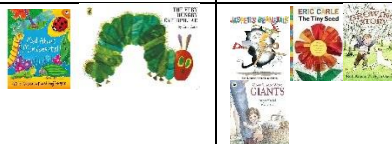


Reception Long Term Plan 2023-2024						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Big Question	Who am I?		Who is in my community?		How do things grow and change?	
Other key questions	What is a family? Who is in my family? Who is in my school? What do I celebrate?		What is a community? What is in my locality? Who works in my community? Who helps me in my community? Which animals are in our community?		How do plants grow and change? Why do plants grow in different places? How have we grown and changed?	
Theme	All about me/ Celebrations		People in the local and wider community		Minibeasts/Plants/People	
Celebrations/ Festivals	Harvest Rosh Hashanah Yom Kippur Black History Month	Diwali Fireworks night Remembrance Day Hanukkah Christmas World Nursery Rhyme Week Anti-bullying Week	Lunar New Year Safer Internet Day Storytelling Week Big Garden Birdwatch Children’s mental health week	Shrove Tuesday World Book Day Ramadan and Eid al-Fitr International Women’s Day Easter Oral Health Day	Earth Day St George’s Day International Dance Day World Bee Day Shavout	World Environment Day World Oceans Day Eid al-Adha Science Week Sports Day Move up day
Proposed Key Texts (Fiction and non-fiction)						
Other texts to consider	The Everywhere Bear The Colour Monster The Blue Balloon		Traditional Tales e.g. The Gingerbread Man, The Three Billy Goats Gruff, Goldilocks and the Three Bears We’re going on an egg hunt – Easter In my mosque – Ramadan		Are you a bee? Series of books about different minibeasts by Judy Allen	
Examples of Key vocabulary	Vocabulary will be explicitly taught weekly across all areas and subjects to ensure exposure to and promotion of high level vocabulary.					
Literacy <i>Opportunities to explore fiction, non-fiction, traditional tales and poetry throughout the year.</i>						
Comprehension	Explore rhythm, rhyme and alliteration. Begin to describe settings, events and characters in stories. Sequence a story using pictures.		Develop an understanding of the features of fiction and non-fiction texts. Begin to develop an awareness of the way traditional tales are structures. Sequence a story using pictures and explain how they know which picture comes next. Orally retell a short familiar story. Orally retell an innovated, short familiar story.		To continue to develop an understanding of the features of fiction and non-fiction texts and use their knowledge to identify texts accordingly. To use recently introduced vocabulary during discussions about stories and in their own stories.	



	Orally retell parts of a story in a group (by the end of Autumn 1). Retell a short familiar story as a group (by the end of Autumn 2).		Explore traditional tales from around the world and explore different versions of traditional tales.		Orally retell an innovated story using storytelling language and time connectives.
Word Reading	Orally blend CVC words. Read short phrases containing graphemes taught in phonics.		To read CVC words containing digraphs and trigraphs taught in phonics. To read short sentences containing tricky words taught in phonics. To use the 'chunking-up' method to read longer words (words with 2 or more syllables)		To read words containing consonant blends e.g. CVCC, CCVC, CCVCC. To read sentences containing tricky words taught in phonics with increasing fluency. To use the 'chunking-up' method to read longer words (words with 2 or more syllables) and using their knowledge of different suffixes.
Writing	To begin to recognise the letters in their name. To begin to correctly form the letters in their name. Hears and writes initial, middle and final sounds taught in their phonics sessions. With guidance, to write short phrases containing CVC words containing graphemes taught (Nov '23).		Hear and write initial, middle and final sounds taught in phonics sessions, including digraphs and trigraphs. To write short sentences using knowledge of digraphs, trigraphs and some tricky words e.g. captions and labels for non-fiction writing.		To use phonics knowledge to write sentences including writing most tricky words accurately. To use the 'chunking-up' method to write longer words. To write recognisable letters, most of which are correctly formed.
Talk for Writing	To join in with repeated phrases and refrains from familiar texts as a class. E.g. So much	To retell a familiar story as a class. E.g. Dear Santa	To retell a familiar story in small groups or independently. E.g. Rosie's Walk.	To retell a longer familiar story in small groups or independently. E.g. The Gingerbread Man. To retell an innovated familiar story as a class. E.g. The Three Billy Goats Gruff.	To retell an innovated familiar story independently using self-created story maps to support them. E.g. The Enormous Turnip/Jack and the Beanstalk



Rhyme and poetry	Throughout the year, the children will be reciting poems and nursery rhymes. E.g. using Poetry Basket resource.					
Maths	See Meridian Primary Reception Curriculum					
Number of the Week	1, 2, 3, 4	5	6	7, 8, 9, 10		Opportunities for teachers to structure planning to support their class.
Shape of the Week		Circle, Triangle, Square, Rectangle	Pentagon, Hexagon	Opportunities for teachers to structure planning to support their class.	Sphere, Cylinder, Cone, Cube, Cuboid, Pyramid	
Shape, space and measure	Positional Language	Shape and Spatial Awareness Time - Day and Night, Days of the week, Repeating patterns Mass and Capacity	Time – Months of the year Length and height		Spatial Reasoning	
Communication and Language						
Listening and Attention	Speak in full, short, simple sentences. Follow simple two-step instructions. Join in with repeated refrains, nursery rhymes and familiar songs. Learn and use newly taught vocabulary in context.		Listen attentively and respond to what they hear with relevant questions during whole-class discussions. Make comments about what they have heard and ask questions to clarify their understanding.		Listen attentively and respond to what they hear with relevant questions during whole-class and small-group discussions. To share ideas linked to what they have heard and ask questions to clarify and extend their understanding.	



	Share and talk about own experiences and family celebrations.		
Speaking	The Everywhere Bear – Children sharing their own experiences, encouraging children to speak in full sentences.		
	<p>Speak in full, short, simple sentences.</p> <p>Follow simple two-step instructions.</p> <p>Join in with repeated refrains, nursery rhymes and familiar songs.</p> <p>Learn and use newly taught vocabulary in context.</p> <p>Share and talk about own experiences and family celebrations.</p>	<p>Participate in class discussions offering their own ideas, using recently introduced vocabulary through non-fiction texts and theme-based vocabulary.</p> <p>Share and talk about own experiences of people who have helped them.</p> <p>Use repetitive story language to retell familiar stories.</p>	<p>Express ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.</p> <p>Offer explanations on why things happen.</p> <p>Demonstrating understanding using their own words and recently introduced vocabulary.</p> <p>Retelling and performing a story.</p>
Physical, Social and Emotional Development			
PSHE From Cambridgeshire PSHE	<p>Beginning and Belonging</p> <p>Family and Friends</p> <p>My Emotions</p>	<p>Identities and Diversity</p> <p>Me and My World</p> <p>Keeping Safe</p>	<p>My Body and Growing Up</p> <p>Healthy Lifestyles</p>
Self Regulation	<p>Begin to identify emotions using supporting texts.</p> <p>Begin to regulate emotions.</p>	<p>To begin to identify emotions of themselves and others when interacting with peers.</p> <p>To work towards simple goals in learning tasks.</p>	<p>To work towards goals in extended learning tasks following multi-step instructions.</p>
Building Relationships	<p>Learn names and develop relationships with adults and peers in our class.</p> <p>Learn to ask an adult for help.</p> <p>Begin to learn to share and turn take with others.</p>	<p>To begin to show sensitivity to their own and others' needs using their knowledge of emotions.</p>	<p>Working collaboratively during learning tasks.</p>



Managing Self	Sharing of class rules and routines. Develop the skills they need to manage to school day successfully (e.g. lining up and queueing, mealtimes, personal hygiene).		To use the class rules and routines to manage their behaviour accordingly. To begin to develop resilience and perseverance in the face of challenges.		Understanding the importance of healthy food choices. Increasing independent opportunities built in throughout the day – for example through continuous provision/morning work. To continue to develop resilience and perseverance in the face of challenges.	
Physical Development						
P.E. Using Complete P.E.	Balanceability Moving (Gymnastics)	Toys (Dance) Rackets, Bats, Balls and Balloons (Ball Skills)	High, Low, Over, Under (Gymnastics) Hands 1 (Ball Skills)	Feet 1 (Balls Skills) Walking	Hands 2 (Ball Skills) Games for Understanding (Attack vs Defence)	Nursery Rhymes (Dance) Jumping
Gross Motor	Developing independence to put coat on, line up and follow other classroom routines.					
Fine Motor	Begin to hold a pencil with tripod grip. Develop fine motor skills in preparation for use of small tools confidently and safely.		To hold a pencil with a tripod grip. To develop accuracy when using a range of tools, ensuring they are used safely. E.g. writing, junk modelling, drawing.			
Understanding the World						
	Create a timeline throughout the year to sequence key events of the year in Reception, including seasons.					



Past and present			<p>Book - Once there were giants – link to big question. Link to history and PSHE plans.</p> <p>Farming – farming equipment and vehicles</p> <p>Reflecting on our year in Reception and key events and learning</p> <p>Reflecting on children's histories and how they have grown and changed</p>
People, Places and Communities	<p>To recognise people who are special to them and to understand what makes a family.</p> <p>Comment on pictures and describe past events (birthdays, family gatherings)</p> <p>Discuss class birthday celebrations.</p> <p>Create a simple map of school/classroom/playground.</p> <p>Explore celebrations including birthdays, Diwali, Christmas, Hannakah</p> <p>Remembrance Day</p> <p><u>World Views</u></p> <p>Begin to recognise special symbols, artefacts and places of worship</p>	<p>Explore people in your locality and the impact they have upon our lives.</p> <p>Visits from people in the community including opportunity for different religious leaders to visit.</p> <p>Celebration days – as above.</p>	<p>Food across around the world. Why does food grow in different places?</p> <p>To explore how farming has changed by looking at texts and photos of past and present</p> <p>Focused learning on another country to explore similarities and differences</p> <p>Celebration days – as above.</p>
The Natural World	<p>Explore harvest</p> <p>Seasonal changes – Autumn</p>	<p>Looking after the environment.</p> <p>Seasonal changes – Winter to Spring</p>	<p>Growing plants such as cress, beans, chard etc</p>



	Links to changing states of matter through seasons. Describe what they feel, see and hear when walking around the local area.		Ogden Trust- Teatime Around the World Exploration (tasting teas etc) and Ogden Trust 'Brown Bear, Brown Bear...' activities Spring to Summer changes (through forest schools) Minibeasts and Life cycles
Expressive Arts and Design			
Creating with materials	Following cooking instructions. Holding art tools correctly, applying the correct pressure and developing an understanding of using lines to enclose a space. Colour mixing. Create drawings of themselves, family members and still life. To experience and react to different styles of music. Sing a variety of songs including nursery rhymes. To begin to keep a pulse.	Charanga – 'Everyone!' and 'Our World'. Junk modelling techniques (e.g. joins). Observational drawing. Cooking opportunities – looking at changes when ingredients are mixed together.	Movement maps/Mark Making and sounds. For example, linked to flight of the bumblebee 3D modelling e.g. clay, links to nature, junk modelling Performance opportunities through music, storytelling, drama  Big Bear Funk – Charanga  Fruit Kehabs/Daal – Links to food and healthy lifestyles
Being imaginative and expressive			
Possible Enrichment Opportunities	Local walk	Library Visit Visits from/to people who help us	Nature reserve – link to minibeasts/plant themes Trip to an allotment, planting opportunities Big Trips – Wicken Fen, South Angle Farm, Meadow Lodge Farm Beekeeper visit