

### Reception Long Term Plan 2023-24

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Cornerstones Topics</b>	<b>Project:</b> Let's Explore <b>Companion Project:</b> Build It Up	<b>Project:</b> Marvellous Machines <b>Companion Project:</b> Puppets and Pop Ups	<b>Project:</b> Long Ago <b>Companion Project:</b> Stories and Rhymes	<b>Project:</b> Ready Steady Grow <b>Companion Project:</b> Signs of Spring	<b>Project:</b> Animal Safari <b>Companion Project:</b> Creep, Crawl and Wiggle	<b>Project:</b> On the Beach <b>Companion Project:</b> Move It Moving On
<b>Possible Themes/Interests/Lines of Enquiry</b>	Marvellous Me Autumn Halloween Harvest	Autumn Bonfire Night Christmas/Father Christmas story Christmas around the world	Winter Chinese New Year	Spring Pancake Day Easter	Eid Growing up – generations	Summer Transition
<b>Key Texts</b>	What makes me a me? Where the wild things are Bringing the rain to Kapiti plain Anasi the spider Owl Babies Were Going on a Bear Hunt A Bit Lost You Choose What We'll Build The Three little pigs	Look up! I am Henry Finch Halibut Jackson Mrs Armitage on Wheels Room on the Broom Goldilocks and the 3 Bears Little Red Riding Hood The Gruffalo The Nativity Story	The Magic Paintbrush Little Red Super Milly and the super school day  Coming to England The History of Britain Lost in the Toy Museum The Elves and the Shoemaker The Smartest Giant in Town	The Tiny Seed I will never, not ever eat a tomato The extraordinary gardener The Gigantic Turnip Oliver's Vegetables Jack and the Beanstalk The Little Red Hen Bog Baby	Weirdo My Shadow is pink Hairy Maclary The Night Pirates Book of Animals Dear Zoo The Slightly Annoying Elephant Safari Monkey Puzzle The Very Hungry Caterpillar Super worm	So much Oi Frog! Izzy Gizmo Lucy and Tom at the Seaside Ruby's Worry A story about Arifa Herman the Hermit Crab Clem and Crab
<b>Prime Areas of Learning</b>						
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Engage in story times.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
	Learn new vocabulary Use new vocabulary through the day		Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.		Use new vocabulary in different contexts	
<b>Personal, Social and Emotional Development</b>	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene etc.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.		Think about the perspectives of others. Manage their own needs.	

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	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.					
Physical Development	Begin to hold a pencil to form lines pre-writing shapes and form letters.	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping & climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency  Develop the foundations of a handwriting style which is fast, accurate and efficient.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	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 spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility					
Specific Areas of Learning						
Literacy	Read individual letters by saying the sounds for them.  Begin to form some recognisable letters.  Write name using a visual  Can orally segment and blend  Begin to sequence a story or event using pictures and/or repeated refrains and captions. Make simple, plausible suggestions about what will happen next in a book they are reading.  Talk about the characters and setting of stories.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  Write name independently  Form most letters learnt  Play influenced by experience of books - gestures and actions used to act out a story.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school’s phonic programme.  Begin to write labels	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write lists and short phrases	Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.  Begin to write simple sentence	Write short sentences with words with known letter-sound correspondences beginning to use a capital letter and full stop. Re-read what they have written to check that it makes sense.
Mathematics	Getting to know you (2 weeks - baseline) •Establish maths through routines (tens frame buses, calendar activities)	It’s Me 1, 2, 3 (2 weeks) • Find 1, 2 and 3 • Subitise 1, 2 and 3 • Represent 1, 2 and 3 • 1 more	Alive in 5 (2 weeks) • Introduce zero • Find 0 to 5 • Subitise 0 to 5 • Represent 0 to 5	Building 9 and 10 (3 weeks) • Find 9 and 10 • Compare numbers to 10 • Represent 9 and 10 • Conceptual subitising to 10	To 20 and beyond (2 weeks) • Build numbers beyond 10 (10-13) • Continue patterns beyond 10 (10-13)	Sharing and grouping (2 weeks) • Explore sharing • Sharing • Explore grouping • Grouping

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	<p><b>Match, Sort &amp; Compare (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Match objects</li> <li>• Match pictures and objects</li> <li>• Identify a set</li> <li>• Sort objects to a type</li> <li>• Explore sorting techniques</li> <li>• Create sorting rules</li> <li>• Compare amounts</li> </ul> <p><b>Talk about measure and patterns (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Compare size</li> <li>• Compare mass</li> <li>• Compare capacity</li> <li>• Explore simple patterns</li> <li>• Copy and continue simple patterns</li> </ul> <p>Create simple patterns</p>	<ul style="list-style-type: none"> <li>• 1 less</li> <li>• Composition of 1, 2 and 3</li> </ul> <p><b>Circles and triangles (1 week)</b></p> <ul style="list-style-type: none"> <li>• Identify and name circles and triangles</li> <li>• Compare circles and triangles</li> <li>• Shapes in the environment</li> <li>• Describe position</li> </ul> <p><b>1, 2, 3, 4, 5 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Find 4 and 5</li> <li>• Subitise 4 and 5</li> <li>• Represent 4 and 5</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 4 and 5</li> <li>• Composition of 1-5</li> </ul> <p><b>Shapes with 4 sides (1 week)</b></p> <ul style="list-style-type: none"> <li>• Identify and name shapes with 4 sides</li> <li>• Combine shapes with 4 sides</li> </ul>	<ul style="list-style-type: none"> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition</li> <li>• Conceptual subitising to 5</li> </ul> <p><b>Mass and Capacity (1 week)</b></p> <ul style="list-style-type: none"> <li>• Compare mass</li> <li>• Find a balance</li> <li>• Explore capacity</li> <li>• Compare capacity</li> </ul> <p><b>Growing 6, 7, 8 (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Find 6, 7 and 8</li> <li>• Represent 6, 7, and 8</li> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition of 6, 7 and 8</li> <li>• Make pairs-odd and even</li> <li>• Double to 8 (find a double)</li> <li>• Double to 8 (make a double)</li> <li>• Combine 2 groups</li> <li>• Conceptual subitising</li> </ul> <p><b>Length, Height and Time (1 week)</b></p> <ul style="list-style-type: none"> <li>• Explore length</li> <li>• Compare length</li> <li>• Explore height</li> <li>• Compare height</li> <li>• Talk about time</li> </ul> <p>Order and sequence time</p>	<ul style="list-style-type: none"> <li>• 1 more</li> <li>• 1 less</li> <li>• Composition to 10</li> <li>• Bonds to 10 (2 parts)</li> <li>• Make arrangements of 10</li> <li>• Bonds to 10 (3 parts)</li> <li>• Doubles to 10 (find a double)</li> <li>• Doubles to 10 (make a double)</li> <li>• Explore even and odd</li> </ul> <p><b>Explore 3D shapes (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Recognise and name 3D shapes</li> <li>• Find 2D shapes within 3D shapes</li> <li>• Use 3D shapes for tasks</li> <li>• 3D shapes in the environment</li> <li>• Identify more complex patterns</li> <li>• Copy and continue patterns</li> </ul> <p>Patterns in the environment</p>	<ul style="list-style-type: none"> <li>• Build numbers beyond 10 (14-20)</li> <li>• Continue patterns beyond 10 (14-20)</li> <li>• Verbal counting beyond 20</li> <li>• Verbal counting patterns</li> </ul> <p><b>How many now? (1 week)</b></p> <ul style="list-style-type: none"> <li>• Add more</li> <li>• How many did I add?</li> <li>• Take away</li> <li>• How many did I take away?</li> </ul> <p><b>Manipulate, compose and decompose (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Select shapes for a purpose</li> <li>• Rotate shapes</li> <li>• Manipulate shapes</li> <li>• Explain shape arrangements</li> <li>• Compose shapes</li> <li>• Decompose shapes</li> <li>• Copy 2D shape pictures</li> </ul> <p>Find 2D shapes within 3D shapes</p>	<ul style="list-style-type: none"> <li>• Even and odd sharing</li> <li>• Play with and build doubles</li> </ul> <p><b>Visualise, build and map (3 weeks)</b></p> <ul style="list-style-type: none"> <li>• Identify units of repeating patterns</li> <li>• Create own pattern rules</li> <li>• Explore own pattern rules</li> <li>• Replicate and build scenes and constructions</li> <li>• Visualise from different positions</li> <li>• Describe positions</li> <li>• Give instructions to build</li> <li>• Explore mapping</li> <li>• Represent maps with models</li> <li>• Create own maps from familiar places</li> <li>• Create own maps and plans from story situations</li> </ul> <p><b>Make connections (1 week)</b></p> <ul style="list-style-type: none"> <li>• Deepen understanding Patterns and relationships</li> </ul>
<b>Understanding the World</b>	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	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.	Recognise some environments that are different to the one in which they live.	Understand that some places are special to members of their community.	Explore the natural world around them.  Draw information from a simple map.	Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.					
<b>Expressive Arts and Design</b>	Develop storylines in their pretend play.	Sing in a group or on their own, increasingly matching the pitch and following the melody.	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
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.					