

Reception Long Term Plan 2024-2025					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes					
All about us	Animals and their homes	Sweet Treats	Farm Life	Minibeasts	Our World
Wow Experience/s					
Family photos from home Parent to visit with a 'baby' Local Walk	Forest on the field Gruffalo Hunt	Baking biscuits Visit to a Bakery	Farm trip/animals in school Chicks hatching	Make a wormery Visit Bedfont Lakes	Ice cream van visit
Role Play Areas					
Home corner/Baby Clinic Hospital Outside: Car garage/Car wash	Coffee Shop Post Office Outside: Den building shop	Bakery Dentist Outside: Theatre	Vet Surgery Observation zone: Chicks Outside: Farm Shop	Sandwich shop Observation zone: Wormery Outside: Garden Centre	Recycling Centre Shoe Shop Outside: Ice Cream shop
Communication and Language					
<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures</p>					
<p>Listening, Attention and Understanding: Understand a question or instruction that has two parts Understand 'why' questions Understand how to listen carefully and why listening is important Learn new vocabulary linked to daily routine/theme Begin to engage in story time Listen to and begin to talk about stories to build familiarity and understanding Listen carefully to rhymes and songs and begin to pay attention to how they sound</p> <p>Speaking: Use new vocabulary Begin to ask questions to find out more and to check they understand what has been said to them Begin to articulate their ideas and thoughts in well-formed sentences Begin to connect one idea or action to another using a range of connectives Begin to describe events in some detail Develop social phrases Begin to retell a simple story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words</p>		<p>Listening, Attention and Understanding: Hold conversation when engaged in back and forth exchanges with an adult and peers Listen carefully to and learn rhymes, poems and songs Listen to and talk about non-fiction books developing a familiarity with new knowledge and vocabulary Begin to understand humour e.g. nonsense rhymes/jokes</p> <p>Speaking: Use new vocabulary in different contexts Ask questions to find out more and to check they understand what has been said to them Articulate their ideas and thoughts in well-formed sentences Connect one idea or action to another using a range of connectives Describe events in some detail Use talk to help work out problems, organise thinking and activities and to explain how things work/why things happen Develop and use social phrases with confidence Retell a simple story, once they have developed a deep familiarity with the text; some as exact repetition some in their own words</p>		<p>Listening, attention and understanding ELG: 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking ELG: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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>	

Personal, Social, Emotional Development [PSED]

Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

<p>Self-Regulation: Talk with others to solve conflicts. Help to find solutions to conflicts and rivalries. Begin to express feelings and consider the feelings of others Begin to set own goals and show resilience and perseverance in the face of challenge Begin to identify and moderate own feelings socially and emotionally</p> <p>Managing Self: Manage own self-care needs Develop confidence to try new activities and show independence Know and begin to talk about the different factors that support their overall health and wellbeing-</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian <p>Building Relationships: Begin to see self as a valuable individual Begin to build constructive and respectful relationships</p> <p><i>Links to ‘Think Equal’ Programme</i></p>	<p>Self-Regulation: Express feelings and consider the feelings of others Set own goals and show resilience and perseverance in the face of challenge Identify and moderate own feelings social and emotionally Think about the perspective of others</p> <p>Managing Self: Manage own self care needs Know and talk about the different factors that support their overall health and wellbeing-</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of ‘screen time’ • having a good sleep routine • being a safe pedestrian <p>Building Relationships: See self as a valuable individual Build constructive and respectful relationships</p> <p><i>Links to ‘Think Equal’ Programme</i></p>	<p>Self-regulation ELG: Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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>Managing Self ELG: Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</p> <p>Building relationships ELG: Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs</p> <p><i>Links to ‘Think Equal’ Programme</i></p>
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Physical Development

Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

<p>Gross Motor Skills: Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> • rolling • crawling • walking • jumping • running • hopping • skipping • climbing <p>Progress towards a more fluent style of moving, with developing control and grace. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Fine Motor Skills: Begin to develop their small motor skills so that they can use a range of tools competently and safely. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>	<p>Gross Motor Skills: 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. 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. Combine different movements with ease and fluency.</p> <p>Fine Motor Skills: Continue to 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. Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p>Gross Motor Skills ELG: Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills ELG: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.</p>
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Literacy [Power of Reading]					
It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
Key Texts					
So Much! by Trish Cooke	The Gruffalo by Julia Donaldson	Biscuit Bear by Mini Grey	Hungry Hen by Richard Waring	Yucky Worms by Vivian French	10 things I can do to help my world by Melanie Walsh
Literacy Comprehension and Word Reading					
<p>Comprehension: Begin to retell simple stories and narratives using their own words and some recently introduced vocabulary</p> <p>Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read RWI storybooks and bookbag books aligned to phonic knowledge</p>	<p>Comprehension: Begin to anticipate, where appropriate, key events in stories Begin to use and understand recently introduced vocabulary during discussions about a variety of texts and genres</p> <p>Word Reading: 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 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.</p> <p>Read RWI storybooks and bookbag books aligned to phonic knowledge</p>	<p>Comprehension ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p> <p>Word Reading ELG: Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Read RWI storybooks and bookbag books aligned to phonic knowledge</p>			
Phonics [Read Write Inc.]					
know most single-letter Set 1 Sounds and begin to blend	know single-letter Set 1 Sounds and be able to blend orally	reading Photocopy Ditties 1-20	reading Red Ditty Storybooks	reading Green Storybooks	reading Green Storybooks
Writing					
<p>Write name correctly Use some of their print and letter knowledge in their early writing Begin to form lower-case letters correctly Begin to spell words by identifying the sounds and then writing the sound with the letter/s using known GPCs</p>	<p>Form most lower-case letters correctly Spell words by identifying the sounds and then writing the sound with the letter/s using known GPCs- CVC words Write captions/phrases and begin to write simple sentences using known GPCs Re-read what they have written to make sure it makes sense</p>	<p>Writing ELG: 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>			
Big Write [Independent writing opportunity]					
On entry assessment: name writing and fine motor skills Family portrait- writing labels	Label the Gruffalo	Design a biscuit and write a caption to describe the biscuit	Photo of life cycle of a Chicken- write a sentence/s to describe the life cycle	Write a sentence/s to describe a minibeast and its habitat	Write instructions to explain how to help the world

Mathematics [NCETM Mastery Number/White Rose Maths SSM]

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and ten-frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

NCETM		NCETM		NCETM	
Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.		Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals		Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice	
A1 Subitising within 3 A2 Focus on counting skills A3 Explore how all numbers are made of 1s Focus on composition of 3 and A4 Subitise objects and sounds	A5 Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than A6 Focus on counting skills Focus on the 'five-ness of 5' using one hand and the die pattern for 5 A7 Comparison of sets - by matching Use the language of comparison: more than, fewer than, an equal number A8 Explore the concept of 'whole' and 'part' A9 Focus on the composition of 3, 4 and 5	A10 Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20 Sp1 Subitise within 5 focusing on die patterns Match numerals to quantities within 5 Sp2 Counting – focus on ordinality and the 'staircase' pattern See that each number is one more than the previous number Sp 3 Focus on 5 SP 4 Focus on 6 and 7 as '5 and a bit' Sp 5 Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal	Sp 6 Focus on the 'staircase' pattern and ordering numbers Sp 7 Focus on ordering of numbers to 8 Use language of less than Sp 8 Focus on 7 Sp 9 Doubles – explore how some numbers can be made with 2 equal parts	Sp 10 Sorting numbers according to attributes - odd and even numbers Su 1 Counting – larger sets and things that cannot be seen Su 2 Subitising – to 6, including in structured arrangements Su 3 Composition – '5 and a bit' Su 4 Composition - of 10 Su 5 Comparison – linked to ordinality Play track games	Su 6 Subitise to 5 Introduce the rekenrek Su 7 Automatic recall of bonds to 5 (review and assess) Su 8 Composition of numbers to 10 (review and assess) Su 9 Comparison (review and assess) Su 10 Number patterns (review and assess) Su 11 Counting (review and assess)
White Rose Shape, Space and Measure		White Rose Shape, Space and Measure		White Rose Shape, Space and Measure	
A1 Match, sort and compare A2 Talk about measure and patterns	A4 Circles and triangles A6 Shapes with 4 sides	Sp 2 Mass and capacity	Sp 4 Length, height and time SP 6 Explore 3D shapes	Su 3 Manipulate, compose and decompose	Su 5 Visualise, build and map SU 6 Make connections

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society, such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

<p>DM- 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. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Past and Present ELG Talk about the lives of the people around them and their roles in society. 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>PCC ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; 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>DM- Reception: Draw information from a simple map. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them.</p> <p>PCC ELG Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps.</p> <p>TNW ELG Explore the natural world around them, making observations and drawing pictures of animals and plants. 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>TNW: ELG Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>DM- Reception: Recognise some environments that are different from the one in which they live.</p> <p>TNW ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants; 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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>DM- Reception: Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live.</p> <p>TNW ELG: Explore the natural world around them, making observations and drawing pictures of animals and plants; 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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>DM- Reception: Compare and contrast characters from stories, including figures from the past. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Past and Present ELG: Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>PCC ELG: 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>
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Science- The World [White Rose Science]

<p>Block 1: Me and my small world Development Matters – Reception • Explore the natural world around them.</p>	<p>Block 4: Let’s go outside Development Matters – Reception • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.</p>	<p>Block 7: Changes in Winter</p>	<p>Block 10: Watch it grow</p>	<p>Block 13: TBC</p>	<p>Block 16: TBC</p>
<p>Block 2: What’s in my basket Development Matters – 3 and 4-year-olds • Talk about the differences between materials and changes they notice.</p>	<p>Block 6: Night and Day Development Matters – Reception • Understand the effect of changing seasons on the natural world around them.</p>	<p>Block 8: Let it flow</p>	<p>Block 11: Animal detectives</p>	<p>Block 14: TBC</p>	<p>Block 17: TBC</p>
<p>Block 3: Senses Development Matters – Reception • Explore the natural world around them.</p>	<p>Block 5: What’s changed? Development Matters – 3 and 4-year-olds • Talk about the differences between materials and changes they notice.</p>	<p>Block 9: From Desert to Jungle</p>	<p>Block 12: Pushes and Pulls</p>	<p>Block 15: TBC</p>	<p>Block 18: TBC</p>

Religious Education [SACRE]					
How do different people celebrate important festivals and why?	Why is Jesus important for some people?	Why is it important to remember good things?	How is new life celebrated?	How do different people remember important events?	How and why do we celebrate moving on?
Expressive Arts and Design					
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe					
<p>Creating with Materials Draw with increasing complexity and detail, such as representing a face with a circle and including details Show different emotions in drawings and paintings Continue to explore colour and colour mixing Safely use and explore a variety of materials and tools Explore new techniques Talk about new creations Begin to return to and build upon previous learning</p> <p>Being Imaginative and Expressive Take part in simple pretend play Begin to develop complex stories using small world equipment Begin to develop storylines in their pretend play- including those linked to the focus text Begin to listen attentively, move to and talk about music, expressing their feelings and responses Begin to watch and talk about dance and performance art Sing in a group or on their own Begin to explore and engage in music making and dance</p>	<p>Creating with Materials Explore and use 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</p> <p>Being Imaginative and Expressive Listen attentively, move and talk about music, expressing their feeling 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 Explore and engage in music making and dance performing solo or in groups Develop storylines in their pretend play</p>	<p>Creating with Materials ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 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>Being Imaginative and Expressive ELG: Invent, adapt and recount narratives and stories with peers and their teacher. 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>			