

Reception long term planning 2024-2025

	Autumn	Spring	Summer
Topic Title	My World and Me	Once Upon a Time	Little Explorers
Themes	My Emotions My body My family What I want to be when I grow up My local community What seasonal changes can I see? My Christmas celebrations.	Goldilocks Three Little Pigs Little Red Riding Hood Cinderella Gingerbread Man Jack and the Beanstalk The Golden Egg	Mapping our adventure- what will we need? Dinosaurs Under the sea Polar Regions Deserts Jungle Space
Hooks	Show and Tell- family Walk to the local Co-op and garage. Visits from travel agent, hairdresser, police, cook. Diwali Celebration Bonfire party Create and sell a Christmas decoration. Christmas party Christmas performance	Porridge tasting A letter from the pigs asking for help building a stronger house. Create a waterproof coat for Little Red Riding Hood. Visit to the cinema. Bake a gingerbread man. What happens to the gingerbread man when he gets wet? Grow a plant. Eggucation.	Map reading around school. Build a time machine, dinosaur footprints. Dinosaur workshop What's in the treasure box? Letter from the Penguin- home is melting. Jungle Jo visit Astronaut visit (in school adult) 3-D planet mobile making.
Parental Links	Parents Evening - October Stay and play- phonics & reading focus Celebration assemblies Christmas performance Carol service Winter Fair	Parents Evening-February Stay and play- writing & maths focus Celebration assemblies Easter bonnet parade	Stay and play- transition to year 1 Celebration assemblies Sports Day Summer Fair PSA fun day
Celebrations & Important Moments	Diwali Harvest Festival Bonfire night Remembrance Children In Need Diwali Christmas	New Year Chinese Valentines Shrove Tuesday Safer Internet Day World Book Day Science Week Parent celebration Day (Mothers/fathers) Easter	Sports Day Transition Summer picnic
Literacy book links Texts we will explore	The Colour Monster goes to school by Anna Llenas The Hairy Toe by Daniel Postgate We're going on a bear hunt by Michael Rosen What Will I be by France Stickley The Everywhere Bear by Julia Donaldson	Goldilocks Three Little Pigs Little Red Riding Hood Cinderella Gingerbread Man Jack and the Beanstalk The Golden Egg	What a map can do by Gabrielle Balkan The Dinosaur who lost his Roar by Russell Punter Smiley Shark by Ruth Galloway Rumble in the Jungle by Giles Andreae Lost and Found by Oliver Jeffers Why oh why are deserts dry? By Tish Rabe

		The leaf Thief by Alice Hemming Mouse's Big Day by Lydia Monks Going to school by Anne Civardi Amazing Me Amazing you by Christine McGuinness Peppa's First Day Guess how much I love you by Sam McBratney Today I am strong by Nadiya Hussain and Ella Bailey All about families by Felicity Brooks and Mar Ferrero Mouse House by John Burningham Stickman by Julia Donaldson One Snowy Night- Nick Butterworth After the storm- Nick Butterworth Pumpkin soup by Helen Cooper		Aliens love Underpants by Claire Freedman
Our long-term overview of learning provides you with an insight into your child's learning experiences throughout their time in reception. Additional learning may occur based around the children's interests; building on their own unique experiences and ideas. Through continuous provision, children are given opportunities for child-initiated investigation and play to develop their characteristics of effective Learning.				
Prime areas	PSED	•See themselves as a valuable individual. • Build constructive and respectful relationships. • Express their feelings and consider the feelings of others • Manage their own needs and recognise basic hygiene. • Know and talk about the different factors that support their overall health and wellbeing. • Develop their sense of responsibility and membership of our school community. •Increasingly follow the school rules. •Develop ability to share and turn take. •Begin to follow simple instructions. •I am starting to try new activities	•Identify and moderate their own feelings socially and emotionally. •Understand that their actions can affect others. •Consistently follow the school rules. •Show perseverance and resilience in the face of a challenge or something new. •Think about the perspective of others. •To can say how others are feeling based on their expression. •Follow instructions with two or more parts. •Use words to help solve conflicts. •To develop friendships.	• 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. • 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. • 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.

RE	F2 Which people are special and why? Christians, Hindus and Jewish	F4 Which times are special and why? Christians, Muslims and Jewish	F1 What stories are special and why? Christians, Hindus and Muslims	F3 Which places are special and why? Christians and Muslims	F6. What is special about our world? Christians, Muslims and Jewish	F5: Where do we belong? Christians, Hindus, Muslims			
Physical Development	<u>Gross Motor</u> <u>Games - Multi skills</u> • Develop movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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. <u>Gymnastics</u> • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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. • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor <u>Continuous provision activities</u>			<u>Gross Motor</u> <u>Dance</u> • Progress towards a more fluent style of moving, with developing control and grace. • 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 • Combine different movements with ease and fluency. <u>Gymnastics</u> • Revise and refine the fundamental movement skills they have already acquired: - rolling - walking - running - skipping - crawling - jumping - hopping - climbing • Progress towards a more fluent style of moving, with developing control and grace. • 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. • 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. <u>Continuous provision activities</u>			<u>Gross Motor</u> <u>Games- ball skills</u> • 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 <u>Athletics</u> • 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 <u>Continuous provision activities</u>		
	<u>Fine Motor</u> <u>Squiggle while you wiggle</u> Dough disco	<u>Fine Motor</u> <u>Squiggle while you wiggle</u> Dough disco	<u>Fine Motor</u> <u>Squiggle while you wiggle</u> Dough disco	<u>Fine Motor</u> <u>Squiggle while you wiggle</u> Dough disco					

Specific areas		<u>Continuous provision activities</u> • Using equipment safely; pencils, scissors, knives and forks. • Holding writing tools and develop correct pencil grip • Mark making and letter formation.	<u>Continuous provision activities</u> • Secure correct pencil grip. • Correct letter formation • Develop the foundations of a handwriting style which is fast, accurate and efficient • Using equipment with greater accuracy; pencils, scissors.	<u>Continuous provision activities</u> • 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.
	Communication and Language	• Understand how to listen carefully and why listening is important. • Follow instructions. • Engage in story times. • Learn new vocabulary and use in everyday talk. • Ask questions to find out more and to check they understand what has been said to them. • Can talk to others. • Articulate ideas and thoughts in simple sentences • Use new vocabulary in different contexts. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Join in with rhymes, poems and songs.	• Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. • Develop social phrases. • Engage in story times and retell simple stories. • Listen to and talk about stories to build • Learn and use new vocabulary in different contexts. • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Learn rhymes, poems and songs. • Can talk in more complex sentences and begin to hold a 2-way conversation.	• 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. • 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. • Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions.
	Literacy	Reading: <u>Phonics: Twinkl Scheme</u> • 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. • 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.	Reading: <u>Phonics: Twinkl Scheme-</u> • 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 • Re-tell stories using their own words and use new vocabulary. • Recount/story/poem in their own words.	Reading: <u>Phonics: Twinkl Scheme</u> • 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. • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending.

	• Join in with rhythm and rhyme. • Conversations about stories	• Use new vocab during discussions • Anticipate key events in stories	• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
	<u>Writing Drawing Club</u> <u>Jane Considine: Write stuff (book links above)</u> • Mark making • Labelling – CVC words • Captions writing • Write some or all of their name • Write some recognisable letters. • Spell words by identifying the sounds and then writing the sound with letter/s. .	<u>Writing Drawing Club</u> <u>Jane Considine: Write stuff (book links above)</u> • Begin to write in different styles: instruction, invitation, speech bubbles, descriptive writing and a letter. • Write captions and simple sentences. • Correctly write their name. • Write recognisable letters with increasing accuracy. • Begin to use new vocabulary within writing.	<u>Writing Drawing Club</u> <u>Jane Considine: Write stuff (book links above)</u> • Write in different styles: fact file, simple story and descriptive writing. • Write recognisable upper- and lower-case letters, 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. • Use new vocabulary within writing. • Re-read what they have written to check that it makes sense
Mathematics	<u>White Rose Maths Scheme</u> Baseline Assessment Match, sort and compare Talk about measuring pattern It's me 1,2,3 Circles and triangles 1,2,3,4,5 Shapes with 4 sides.	<u>White Rose Maths Scheme</u> Alive in 5! Mass and Capacity Growing 6,7,8 Length, height and time Building 9 and 10 Exploring 3-D shapes.	<u>White Rose Maths Scheme</u> To 20 and beyond. How many now? Manipulative, compose and decompose Sharing and grouping Visualise building map Make connections Consolidation.
Understanding the World	• Identify the people who they love and are special to them. • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • I can talk about changes and experiences that have happened to me throughout my life. • I am becoming more aware of the past linked to myself and my wider family and talk about how it has changed.	• Draw information from a simple map. • Observe cause and effect – porridge making. • Predictions and making links to prior knowledge. • Explore materials and their properties. • Prediction, observation and drawing simple conclusions. • Compare homes in our country to homes in a contrasting place. Link to Handa's surprise. • Draw information from a simple map • Design and create with a purpose	Life in igloo. Changes of state. 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. Life in desert. class.

	•I can talk about the different jobs people do. •I can talk about different people in my community and their roles. • Comment on images of familiar situations in the past. • Understand that some places are special to members of their community •I can describe the school environment using what I know from: observation, discussion, stories/non-fiction 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. •I use equipment/resources to make observations about the natural world. • Describe what they see, hear and feel whilst outside •I notice the changes happening outside (seasons and weather) and can talk about how this affects me and the local wildlife. •Understand the effect of changing seasons on the natural world around them •I am aware of some different religions and how they celebrate special times •I can start to use stories and pictures to talk about the differences in life in other places and countries. • Comment on images of familiar situations in the past.	•.Road safety •.Design and create with a purpose •.Identify key features of a castle. •.Compare and contrast artifacts from Cinderella's house of the past to our modern day utensils. •Understand the past through settings, characters and events encountered in books read in class and storytelling. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class •Predict, observe and conclude- changes in state. •I can talk about what I have heard and seen in stories and picture books and how this is different or the same. •.Life cycles •What a plant needs to grow. •compare plants. - making observations and drawing pictures of animals and plants •life cycles - Responsibility for living thing. - Easter link. - making observations and drawing pictures of animals and plants	
	Plymouth science links: All about me Keeping healthy	Plymouth science links: Once upon a Time Growing	Plymouth science links: Under the sea Animals

