

Reception - Long Term Plan 23-24

Huby CE Primary School

Reception Long term plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible themes/topics/ key events	<u>All about me</u> Seasonal changes in Autumn Bonfire Harvest	<u>Let's celebrate!</u> Seasonal changes in Winter Remembrance Day Nativity/Christmas Diwali	<u>Growth</u> New Year Chinese New Year Life Cycles Pancake Day Seasonal changes in Spring	<u>Minibeasts</u> Easter World Book Day	<u>Seaside</u> Seasonal changes in Summer	<u>Moving up</u> Carnival

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Prime Areas

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Communication and Language	<p>Understand why listening is important</p> <p>Understand why questions</p> <p>Follow 2 part instructions</p> <p>Use tenses correctly</p> <p>Engage in story times (rhymes and songs)</p> <p>Maintain attention during whole class and small group sessions</p> <p>Use talk within their play</p>	<p>Listen carefully during new and familiar situations</p> <p>Ask questions to find out more</p> <p>Follow 2 part instructions</p> <p>Start a conversation with peers and familiar adults</p>	<p>Listen attentively in a range of situations</p> <p>Maintain attention when appropriate</p> <p>Consider the listener and take turns in conversation</p> <p>Begin to use past tense</p> <p>Retell familiar stories</p>	<p>Maintain attention in different contexts</p> <p>Use talk to problem solve, organise thinking and explain things</p> <p>Articulate their ideas in well-formed sentences</p> <p>Describe events in detail</p> <p>Begin to connect ideas using connectives</p>	<p>Listen and understand instructions while busy with another task</p> <p>Maintain an activity while listening</p> <p>Understand how, why, where questions</p> <p>Describe events in detail</p> <p>Express feelings and ideas</p> <p>Use language to reason</p>	<p>Listen and respond with relevant questions, comments or actions</p> <p>Speak in well formed sentences</p> <p>Use new vocabulary in different contexts</p> <p>Use past, present and future tenses</p> <p>Hold a conversation with peers and adults</p>
Personal, Social and Emotional Development	<p>Can talk about their own feelings and ways to express themselves</p> <p>Be able to resolve conflicts with minimal intervention</p>	<p>Begins to express feelings and consider feelings of others</p> <p>Begin to take turns and share</p>	<p>Shows pride in achievements</p> <p>Fully understands behavioural expectations</p>	<p>Can make choices and communicate their needs</p> <p>Begins to show persistence when faced with challenges</p>	<p>Begin to know that children think and respond in different ways</p> <p>Can talk about their own abilities in a positive way</p>	<p>Able to identify and regulate a variety of emotions</p> <p>Knows how they are unique and can celebrate differences of others</p>

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	<p>Begins following rules/routines</p> <p>Manages own personal hygiene</p> <p>Begins building relationships with peers and adults</p>	<p>Independently choose where they would like to play</p> <p>Continue to build respectful relationships</p>	<p>Can explain right from wrong</p> <p>Manages their own needs</p> <p>Seeks other to share experiences</p>	<p>Can play for sustained times through cooperation</p> <p>Can reflect on their own work and work of others</p>	<p>Confidence to try new activities</p> <p>Shows resilience and perseverance</p>	<p>Can seek out a challenge and enjoys the process</p> <p>Shows sensitivity to others needs</p>
<p>Physical Development</p> <p><i>Gross Motor Skills</i></p>	<p>Alternate half terms – PE coach coming in to teach set skills (eg running). Once a week – bikes and scooters available on playground. Other gross motor skills developed through provision, mainly outdoor.</p>					
	<p>Multiskills: refine the following movements:</p> <p>Balance</p> <p>Different ways of moving</p> <p>bikes/scooters</p> <p>Negotiate space</p> <p>Travelling with confidence</p>	<p>Games</p> <p>Ball skills: throwing, catching, kicking</p> <p>Using different sized balls</p> <p>Follow the rules of a game</p>	<p>Dance</p> <p>Move energetically</p> <p>Copy basic actions</p> <p>Move to music</p> <p>Negotiate space</p>	<p>Gymnastics</p> <p>Balance</p> <p>Core muscle strength</p> <p>Jumping and landing</p> <p>Awareness of space</p>	<p>Outdoor adventure</p> <p>Forest quest</p> <p>Outdoor adventure</p>	<p>Athletics</p> <p>Swimming</p> <p>Sports Day</p>
<p>Physical Development</p> <p><i>Fine Motor Skills</i></p>	<p style="text-align: center;">Fine Motor Focus: daily opportunities for threading, weaving, cutting, playdoh with provision</p> <p style="text-align: center;">Specific interventions: playdoh disco, squiggle while you wiggle, scissor skills, write from the start</p>					
	<p>Can manipulate large objects eg duplo</p> <p>Can draw lines and circles using gross motor movements</p> <p>Begin to hold pencil/paint brush mostly correctly</p> <p>Show preference for a dominant hand</p>	<p>Can manipulate large objects eg duplo</p> <p>Can draw wiggly lines using gross motor movements</p> <p>Developing muscle tone to put pencil pressure on paper</p> <p>Is able to take shoes on and off</p>	<p>Can manipulate smaller objects eg unifix cubes</p> <p>Begin to form letters correctly</p> <p>Handle tools, objects, construction and malleable materials with increasing control</p>	<p>Can manipulate smaller objects eg unifix cubes</p> <p>Forms letters with increasing accuracy, most of which are recognizable</p> <p>Hold pencil effectively with comfortable grip</p> <p>Is beginning to do own zip/buttons</p>	<p>Can manipulate objects with intricate parts eg Lego</p> <p>Forms letters correctly, most of which are recognizable</p> <p>Use one hand consistently for fine motor tasks</p> <p>Is able to fully dress/undress</p>	<p>Can manipulate objects with intricate parts eg Lego</p> <p>Form letters correctly, all of which are recognisable</p> <p>Draw pictures that are recognisable</p> <p>Is able to fully dress/undress</p>

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	Is able to take coat off and on	Can hold scissors correctly	Is beginning to do own zip/buttons Can cut along a straight line	Can cut along a curved line	Cut along a wavy line	Can use scissors effectively for all cuts
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Specific Areas

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics Taken from White Rose and Master the Curriculum	Baseline assessment, getting to know you <u>Matching and sorting</u> Can match colours, objects Can sort objects and describe how they have sorted them	<u>Circles and triangles</u> Identify, name, compare circles and triangles. Shapes in the environment. Describe position <u>1, 2, 3, 4, 5</u> Find, subitise and represent 4, 5	<u>Mass and capacity</u> Compare mass, find a balance, explore and compare capacity <u>Growing 6, 7, 8</u> Find & represent 6, 7, 8 Form numeral correctly 1 more, 1 less	<u>Building 9 and 10</u> Find 9 and 10 Compare numbers to 10 Represent 9 and 10 Subitising to 10 1 less than Composition to 10	<u>To 20 and beyond</u> Build numbers beyond 10 Continue patterns beyond 10 Verbal counting beyond 20 Verbal counting patterns <u>How many now?</u> How many did I add?	<u>Sharing and grouping</u> Explore sharing Grouping Odd/even Play with and build doubles <u>Visualise, map and build</u>

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	<p>Can compare length, height, and capacity</p> <p>Can repeat a simple AB pattern with objects, movement and sound</p> <p>Can spot mistakes in AB patterns</p> <p><u>1,2,3</u></p> <p>Find, subitise and represent 1, 2, 3</p> <p>1 more</p> <p>1 less</p> <p>Composition 1, 2, 3</p>	<p>Form numeral correctly</p> <p>1 more</p> <p>1 less</p> <p>Composition 4, 5</p> <p>Composition 1-5</p> <p><u>Shapes with 4 sides</u></p> <p>Identify and name and combine shapes with 4 sides</p> <p>Shapes in the environment</p> <p>My day and night (from WR Spring plan)</p> <p><u>Alive in 5</u></p> <p>Find, subitise and represent 0-5</p> <p>1 more</p> <p>1 less</p> <p>composition</p>	<p>Composition 6, 7, 8</p> <p>Make pairs-odd and even</p> <p>Double to 8 (find & make a double)</p> <p>Combine 2 groups</p> <p>Conceptual subitising</p> <p><u>Length, height and time</u></p> <p>Explore and compare length and height</p> <p>Talk about, order and sequence time</p>	<p>Bonds to 10</p> <p>Doubles to 10</p> <p>Explore odd and even</p> <p>Form numeral correctly</p> <p><u>3D shapes</u></p> <p>Recognise and name 3D shapes</p> <p>Find 2D shapes within 3D shapes</p> <p>Identify more complex patterns</p> <p>Copy and continue patterns</p>	<p>How many did I take away?</p> <p><u>Manipulate, compose and decompose</u></p> <p>Select shapes for a purpose</p> <p>Rotate shapes</p> <p>Manipulate shapes</p> <p>Compose and decompose shapes</p> <p>Copy 2D shape pictures</p>	<p>Identify units of repeating patterns</p> <p>Explore own pattern rules</p> <p>Describe positions</p> <p>Explore mapping</p> <p>Represent maps with models</p> <p>Create own maps from similar places and story situations</p>
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For phonics - please see Little Wandles

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Literacy	<p>Listens and joins in with whole class story / rhyme time</p> <p>Can answer simple questions about a text</p> <p>Pencil grip is used correctly most of the time</p> <p>Can trace or copy own name</p> <p>Beginning to write initial sounds for words</p> <p>Using writing within their play eg writes a 'list' in the home corner</p>	<p>Beginning to write simple CVC words using the sounds learnt so far</p> <p>Can make a simple prediction in a story</p> <p>Can copy own name, sometimes from memory</p> <p>Can retell their favourite stories using props</p>	<p>Can write CVC and some CVCC words</p> <p>Can answer more complex questions about a story eg 'why do you think...?'</p> <p>Can write own name independently</p> <p>Begins to adapt their favourite stories to include new characters/setting etc</p>	<p>Can write CVC and CVCC words</p> <p>Has an opinion on a story and can voice this</p> <p>Pencil grip used correctly all of the time</p> <p>Creates new stories and can tell these orally/through role play</p>	<p>Beginning to write simple sentences eg I can see...</p> <p>Can form letters that are recognisable most of the time</p> <p>Can explain why they like a story or why not</p> <p>Uses writing more accurately within their play eg list in the home corner but with recognisable words and letters</p>	<p>Can write a simple sentence independently</p> <p>Can form letters that are recognisable most/all the time</p> <p>Uses writing independently within their play eg making cards, writing labels, letters</p>
Understanding the World	<p>Can identify and talk about family and describe people familiar to them</p> <p>Can talk about similarities/differences between people</p> <p>Can ask questions about the world and other people</p>	<p>Can recognise and understand that people have different beliefs and celebrate special times in different ways</p> <p>Can talk about significant events in their own life</p>	<p>Can talk about lives of other people and significant individuals</p> <p>Can begin to respect other people's beliefs</p> <p>Can talk about the differences between seasons</p>	<p>Begins to understand differences between UK and other countries</p> <p>Begins to understand and draw maps using simple symbols</p>	<p>Can use past tense to talk about significant events in their own lives</p> <p>Can talk about growth, change and decay in the natural world</p>	<p>Can use past tense to talk about significant events in history</p> <p>Asks 'bigger' questions about the world and begins to problem solve about relevant 'big' issues</p>
RE	See RE and Collective Worship LTP					

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Expressive Arts and Design	Theme - self portraits	Theme - Diwali art	Knows how to make secondary colours	Artist study - Henri Matisse (snail)	Can use colours for effect	Artist study - Jason Taylor (sculptor)
	Begins to explore colour mixing	Can mix primary colours	Can describe how they have created something	Knows how to make secondary colours	Can reflect on own work and think how to improve	Can use colours for effect
	Can talk about their creation	Can talk about their creation		Can describe and explain how they have created something		Can reflect on own work and think how to improve

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips/visitors	Baking bread	Christmas Church Service Post Office - letters to Santa	Baking Day (pancakes)	Tues 16 th April - Askham Wildlife Centre	Forest Quest	Seaside trip
Books	Big book of families We're going on a leaf hunt Little Red Hen	Can't you sleep little bear Snowy Day Nativity story	Mr Wolf's pancakes Non-fiction books about life cycles	Easter story I miss my mummy Non-fiction books on minibeasts	Sharing a shell	
	The books listed above is not a definitive list. We are flexible and adapt to children's interests and ever-changing needs throughout the year. This list is subject to change as the year progresses.					