

Reception Long term Plan 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Events	Settling in Roald Dahl Day Harvest Halloween	Bonfire Night Diwali Remembrance Day Christmas Hannukah	Pancake Day Chinese New Year	Easter Mother's Day Holi Ramadan	Eid ul Fitr World turtle day World environment Day	Eid -ul- Adha Bike Week Father's Day Transition
Topics	Marvellous Me What makes me special? Can I eat chocolate for breakfast?	North and South Pole Where do polar bears live? How do you keep warm?	Toys How does it work? Did granny play with a PS3?	Animals around the World Why do zebras have stripes? Did dinosaurs exist?	Traditional Tales Should Jack go to jail for stealing? Why is the character of the wolf always bad? Is it true?	Out & About How can I get to the moon? Why is the sea blue? Where do I live?
Focus Texts	The Colour Monster starts school- Anna Llena What makes me a Me? Joan Sweeney	Pole to Pole- North Pole to South Pole- Michael Bright Stickman- Julia Donaldson	Everywhere bear- Julia Donaldson Lost in the Toy Museum- David Lucas	Who's that scratching at my door?- Amanda Leslie Stomp, chomp, big roars! Here come the dinosaurs- Kaye Umansky and Nick Sharrat	Little Red Riding Hood The 3 billy goats gruff The Gingerbread Man	Pirate Pete- Nick Sharratt Mr Gumpy's outing- John Burningham Shark in the Dark- Nick Sharatt
Linked texts	Me and my amazing body- Joan Sweeney My body sends a signal- Natalia Maguire All feelings are ok- Emily Hayes Funny bones- Alan and Janet Alhberg	Snowman Snowman and his dog Jolly Post man- Alan Alhberg The Christmas Pine- Julia Donaldson	Supertato- Sue Hendra and Paul Linnet The only Bear for me- Robert McPhillips Toys in Space- Mini Grey The Runaway Wok- Ying Compestine	How animals say goodnight- Ester Codova The storm whale- Benji Davies Rumble in the Jungle- Giles Andre and David Wojtowycz	Little Rude riding Hood- Susan Sweet The great fairy tale disaster- David Conway and Melanie Williamson Goldilocks and just one bear- Leigh Hodgkinson	Whatever Next- Jill Murphy Smiley Shark- Ruth Galloway Barry the fish with fingers- Sue Hendra

Phonics	<p>Oral blending Learn set 1 sounds m,a,s,d,t,l,p,n,g,o,c,k,u, b,f,e,l,h,r, j,v,y,w,z,q,x Blend simple words Segment sounds to spell simple CVC words Word time 1-5</p>	<p>Oral blending Learn set 1 sounds and digraphs- sh, th, ch, ng, nk Blend simple words and those including digraphs Segment sounds to spell simple CVC words and those containing digraphs learnt Read and spell word time 5-6</p>	<p>Learn digraphs-- sh, th, ch, ng, nk Read and spell words with set 1 sounds and digraphs (CVCC) Read and spell word time 6 and 7 including multisyllabic words)</p>	<p>Learn set 2 sounds ay, ee, igh, ow , oo, oo ar or air ir oy ou Read and spell words with taught set 2 sounds (CCVCC and CCCVC)</p>	<p>Learn set 2 sounds ay, ee, igh, ow , oo, oo ar or air ir oy ou Read and spell words with taught set 2 sounds</p>	<p>Review set 2 sounds Learn Set 3 sounds ea oi a- e i-e o-e u-e ow aw are ur er ai</p>
Reading	<p>RWI Talk Through Stories Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why? Sequencing pictures to tell a story</p>	<p>RWI Talk Through Stories Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why? Sequencing pictures to tell a story</p>	<p>RWI Talk Through Stories Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why? Sequencing pictures to tell a story</p>	<p>RWI Talk Through Stories Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why? Sequencing pictures to tell a story</p>	<p>RWI Talk Through Stories Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why? Sequencing pictures to tell a story</p>	<p>RWI Talk Through Stories Picture talk- discussing photos, what can you see? What is happening? Can you predict what will happen next? Why? Sequencing pictures to tell a story</p>
Writing	<p>Pre writing skills Labelling my pictures using known sounds Writing my name Writing shopping lists using initial sounds</p>	<p>Labelling my pictures Writing simple words with sounds in sequence Writing 2 worded captions Writing my name Writing my friend's names Writing shopping lists Writing cards Writing invitations</p>	<p>Writing captions Writing simple sentences using some common exception words Writing simple descriptions of favourite toys</p>	<p>Writing simple sentences using some common exception words Writing simple descriptions of animals Write some words spelt correctly Write questions Write letters</p>	<p>Draw a simple story map and label it correctly Write a letter Created 'wanted' posters Begin to retell a story including key events</p>	<p>Draw a simple story map and label it correctly Write letters to Paddington Bear Begin to write about making a journey Make books retelling their favourite story Write simple instructions</p>

Mathematics	Match, sort and compare	Circles and triangles	Exploring shapes with 4 sides	Length, height and time	To 20 and beyond	Visualise, build and map
	Talk about measure and patterns	Exploring 1,2,3,4,5	Alive in 5	Building 9 and 10	How many now?	Year 1 Place Value numbers to 10
	It's me 1,2,3		Mass and capacity	3-D shapes	Manipulate, compose and decompose	
			Growing 6,7 and 8		Sharing and grouping	

My Body

Explore collections of materials with similar and/or different properties.

Talk about what they see, using a wide vocabulary .

Explore the world around them and raise their own simple questions

Name parts of the body

Name 5 senses

I can ask questions about what I see using what, why and how?

I can name head, shoulders, knees, toes, legs, hair, face, eyes, eyebrows, eye lashes, ears, chin, cheeks, lips, teeth, neck, wrists, elbows

I can talk about how to keep healthy

I can sort and classify healthy and unhealthy food

I can talk about similarities and Differences between people

Weather

Talk about the differences between materials and changes they notice.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Use their observations and ideas to suggest answers to questions · Talk about what they have found out and how they found it out

I can ask questions about what I see using what, why and how?

I can name and can describe: light, dark, day, night, autumn, winter, cold, freeze, snow, seasons, nocturnal animals, hibernate, sun, moon, bulb, natural light,

I can talk about the changes in the weather

I can talk about how the environment has changed- leaves turning orange and brown, leaves falling, colder weather.

I can sort and classify clothes needed for different seasons

Materials

Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)

I can name different materials such as wood, metal, plastic, glass, rock, brick, paper,

I can describe materials- hard, soft, rough, smooth, stretchy, bendy, flexible, stiff, shiny, dull, sharp, waterproof,

I can sort and classify different materials in a range of ways:- hard, soft, shiny and dull, waterproof and not waterproof.

Animals

Explore the natural world around them, making observations and drawing pictures of animals and plants.

Use their observations and ideas to suggest answers to questions · Talk about what they have found out and how they found it out

I can name farm animals
I can name jungle animals
I can talk about similarities and differences between animals

I can sort and classify animals in different ways e.g. 4 legs, no legs, spotty, stripy, lives in the desert, lives on the farm.

I can record what I have found out through pictures and writing

Growing & Minibeasts

Experience different types of scientific enquiries, including practical activities

Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (identifying and classifying)
I know that plants need wate, air, soil and sunshine to grow

I can make predictions and observations about growing plants

I can name common plants in the environment e.g. grass, trees, flowers, shrubs, fruit and vegetables
I can sort and classify fruit and vegetables

I can sort and classify different minibeasts- wings, no wings, legs, no legs etc

I can record what I have found out through pictures and writing

Floating and sinking

Use their observations and ideas to suggest answers to questions · Talk about what they have found out and how they found it out

I can make predictions about what will happen

I can sort and classify objects that float and sink

I can sort what materials are waterproof and those that are not

I can make predictions about things that dissolve and do not dissolve

I can record what I have found out through pictures and writing


I can recognise the differences between humans and sea creatures

I can recognise and name a range of sea creatures-

I can use vocabulary to describe sea creatures e.g. tentacles, fins, gills, scales,

History

<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>I can talk about how I was when I was a baby</p> <p>I can talk about differences between me as a baby and me now</p> <p>I know and can talk about sequence of events when putting my coat on, going to the toilet,</p>	<p>Comment on images of familiar situations in the past.</p> <p>I can talk about key events such as Bonfire Night, Remembrance Day and Christmas and know it happened long ago</p> <p>I can sequence activities in order e.g. brushing teeth, times of the day e.g. breakfast, lunch, supper and bedtime</p>	<p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>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>I can talk about old and new toys</p> <p>I know the features of something old</p> <p>I know the features of something new</p> <p>I can talk about the similarities between old and new toys</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>I know that dinosaurs existed long ago</p> <p>I know that they existed because people found dinosaur bones and put them together</p> <p>I know we can find out more about history in a museum</p>	<p>Talk about the lives of the people around them and their roles in society.</p> <p>Compare and contrast transport from now and the past.</p> <p>Explore photos of different kinds of transport a 100 years ago</p> <p>I know that long ago animals were used as transport</p> <p>I can sort old and new transport</p> <p>I know that modern transport uses petrol or electricity</p> <p>I can talk about why walking and sharing cars is good for the environment</p> <p>I understand that we need to recycle and save energy to save the</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Compare and contrast transport from now and the past.</p> <p>Explore photos of different kinds of transport a 100 years ago</p> <p>I know that long ago animals were used as transport</p> <p>I can sort old and new transport</p> <p>I know that modern transport uses petrol or electricity</p> <p>I can talk about why walking and sharing cars is good for the environment</p> <p>I understand that we need to recycle and save energy to save the</p>
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Geography	Name, locate and Observations- recognise features and places in school/grounds. Recognise where people work in school. Simple routes and features Use directional language around school Talk about own home and where they live	Recognising cold lands and simple features. Explore how the weather/winter affects humans and animals. Use and draw simple maps. Directional language. Pretend to be explorers. Find Arctic on the globe I know I live in Birmingham	Observe weather and seasonal changes Go on a winter walk. Measure rainfall	Observe weather and seasonal changes Go on a spring walk. What do you notice? Explore hot and cold countries Explore the different places animals live: desert, water, grassland, forest	Observe weather and seasonal changes Go on a walk – what do you notice? Create maps linked to the stories	Observe weather and seasonal changes Holidays - different places around UK/ the World Create own maps of the classroom, outdoor area Create a map of my journey to school
	<p>Drawing- Experiment with mark making using a range of materials on a variety of surfaces and scales. Use graphic tools, chalks, pencils, brushes etc. to explore a range of marks Create simple representations of events, people and objects.</p> <p>Painting- Explore what happens when mixing colours, Know how colours get lighter and darker. Know how to make orange, green and purple. Explore mark making using card, brushes, sticks, sponges, fingers</p> <p>Printing- Explore printing techniques- focus on direct printing using a range of resources to create a planned effect, create patterns</p> <p>Collage- Tear, cut, glue, rearrange visual materials</p> <p>3D- Take part in purposeful play with materials e.g. sand, play dough, clay, construction kits to create</p> <p>Textiles- Sort materials using appropriate vocabulary. Select appropriate materials for models</p> <p>Vocabulary: Drawing: Draw, pencil, chalk, crayon, Painting: Paint, brush, colour mixing -orange, purple, green Printing: Print, press, lift, repeating pattern Collage: Cut, glue, tear, rough, smooth 3D: Join, build, construct, combine Textiles: Hard, soft, rough smooth, fluffy, shiny, dull, dark</p>					
Art and Design	<p>Portraits Drawing and mark making</p> 	<p>Kadinsky</p>  <p>Making vegetable soup (DT)</p>	<p>Junk modelling</p> 	<p>African Art Exploring paint</p>  <p>Weaving and threading/ making a book mark (DT)</p>	<p>Monet</p> 	<p>Van Gogh Craft and design Sunflower project Making boats (DT)</p> 

P.E	Gymnastics 1	Gymnastics 2	Manipulation and Co-ordination 1	Manipulation and Co-ordination 2	Speed agility and travel	Dance
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