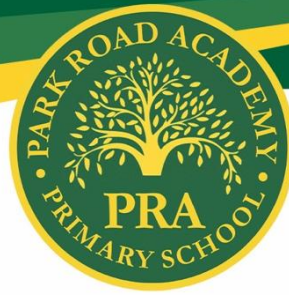
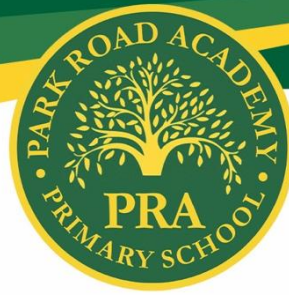


# Reception Long Term Plan 2024-25

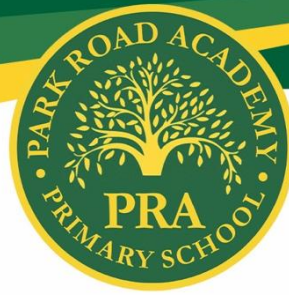
	Autumn		Spring		Summer	
Topic Big Question.	Who am I? Who lives around me?	Where will my imagination take me?  What do we celebrate and how?	What happens in our world?	Do I want to be a Knight?  How did people from the past get around?	Where do animals live?  Are Minibeasts like me?  How does your garden grow?	Do I want to be a Pirate?
Themes	Healthy Me (Including oral hygiene)  Superheroes/People who help us  Friendship  Well-being	Traditional Tales  Armistice  Bonfire Night  Diwali  Christmas  Winter Wonderland	Frozen Planet  Space  Dinosaurs  Chinese New Year	Transport  Up, up and away  Castles, Knights and Dragons  Pancake Day  Holi  Easter	Under the sea  Habitats  Planting and Growing	Pirates  Seaside/Under the Sea  Transition to Year 1
Key Texts	A Superhero Like You  Superworm  SuperTato  Am I a Super hero  My Family Tree  The Colour Monster Goes to School  Daisy, Eat your Peas!  Tiger who came to tea  Elmer	Jack and the Beanstalk  3 Billy Goats Gruff  Nursery Rhymes  The Jolly Christmas Postman  Stickman  The Greatest Diwali Ever  The Greatest Eid Ever	Frozen  Lost and Found  The Smeds and the Smoos  Whatever Next!  The Way Back Home  Look Inside Space  Solar System  Tyrannosaurs Drip  Stomp, Chomp, Big Roars, Here Come the Dinosaurs!	The Train Ride  Mr Gumpy's Motor Car  Mrs Armitage on wheels  Good Knight Bad Knight  Zog  Zog and the flying Doctors  Knights  See Inside Castles	Rumble in the Jungle  Giraffes can't Dance  The Snail and The Whale  Elephant Me!  The Very Hungry Caterpillar  Mad about Minibeasts  Sam Plants a Sunflower  All about Plants	The Night Pirates  10 little Pirates  The Pirates Next Door  A New Home for a Pirate  Good Pirate Bad Pirate  Billy's Bucket  Bear's Adventure



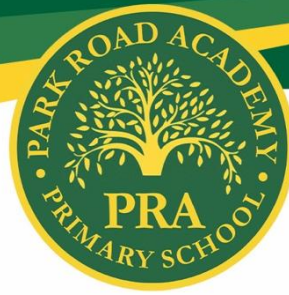
	Room on the Broom Alans Big Scary Teeth		Dinosaur Roar! How do dinosaurs say Good Night?		The Amazing Life Cycle of Plants In My Garden How Plants Work	
PSED	<p>Respectful Relationships and Class Rules.</p> <p>Identifying and expressing feelings</p> <p>What are my super powers?/ What am I good at?</p> <p>Seeing myself as a valuable individual.</p> <p>Understand healthy living and make healthy choices (sleep, food, screen time)</p> <p>Think Equal Programme - promoting diversity and inclusivity.</p>	<p>Think about the perspectives of others.</p> <p>Show understanding of others feelings (empathy)</p> <p>Staying Safe on Bonfire Night and hazards around the home.</p>	<p>Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it.</p>	<p>Follow instructions- making models etc.</p> <p>Knowing what is good for me: pedestrian safety.</p> <p>Understand healthy living and make healthy choices (sleep, food, screen time)</p>	<p>Be confident to try new activities</p> <p>Develop independence</p> <p>Identify and name my own feelings and that of others.</p> <p>Strengthen constructive and respectful relationships.</p>	<p>Set and work towards simple learning goals (link to own reports)</p> <p>Be resilient and preserve when faced with a challenge e.g. transition to Year 1.</p>



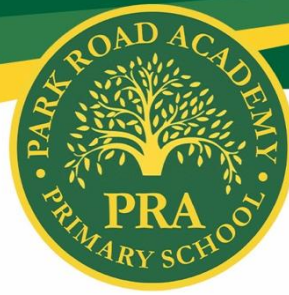
<p>CL</p>	<p>Be able to express a point of view</p> <p>Express ideas and feelings</p> <p>Understand our listening rules and why they are important.</p> <p>*Throughout the year: Children should be immersed in a variety of songs and rhymes.</p>	<p>Listen and respond to stories</p> <p>Make comments about what they have heard</p>	<p>Acquire and use new vocabulary</p>	<p>Respond to non fiction texts and stories</p> <p>Ask questions and respond appropriately</p>	<p>Offer explanations for why things happen</p> <p>Ask questions and respond appropriately</p>	<p>Offer explanations and responses to stories and experiences</p> <p>Speak audibly and in full sentences</p>
<p>PD</p>	<p>Develop the skills needed to get through the school day e.g. lining up</p> <p>Oral Hygiene and loosing my first teeth.</p> <p>Knowing what is good for me: sleep, balanced diet.</p> <p>Revise and use fundamental movement skills</p> <p><u>PE Passport</u></p> <p>Yoga</p> <p>Fine Motor Skills</p>	<p>Use core muscle strength to achieve good posture (start to develop handwriting posture)</p> <p><u>PE Passport</u></p> <p>Fine Motor Skills</p> <p>Object Manipulation 1</p>	<p>Negotiate space and obstacles safely</p> <p>Use a range of tools effectively</p> <p>Begin to make more fluent movements in skills they have already acquired e.g. rolling, skipping, jumping etc.</p> <p><u>PE Passport</u></p> <p>Fundamental Movement and Skills</p>	<p>Demonstrate strength, balance and co-ordination and experiment and use different ways of moving- bikes/ scooters etc.</p> <p><u>PE Passport</u></p> <p>Stability 2</p>	<p>Demonstrate different ways of moving</p> <p>Confidently and safely use small and large apparatus independently and in small groups</p> <p><u>PE Passport-</u></p> <p>Gymnastics</p>	<p>Use a range of small tools effectively</p> <p>Develop a fast, accurate and efficient handwriting style.</p> <p><u>PE Passport -</u></p> <p>Dance</p>



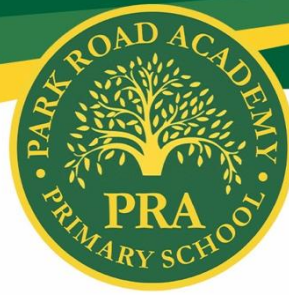
	Locomotion 2		Net and Wall Games Skill 1		Striking and Fielding Games Skill 1  Athletics  Invasion Games Skills 1	Target Games 1
Literacy	<p><b><u>Little Wandle Letters and Sounds</u></b></p> <p>WK 2 -Begin Phase 2</p> <p>Listening</p> <p>Discrimination of sounds</p> <p>Initial sounds</p> <p>Name writing</p> <p>Fine motor- pencil control</p> <p>Seating position for being a writer.</p> <p><b>Poetry, name writing, labels, lists.</b></p> <p>Listen to stories and retell</p>	<p>Phase 2 phonics</p> <p>Letter formation</p> <p>Writing initial sounds and basic CVC labels.</p> <p>Caption writing</p> <p><b>Labels, captions (speech bubbles), finger spaces, invitations.</b></p> <p>Retell stories through small world and role play</p> <p>Describe events in familiar stories and predict events (join in)</p>	<p>Phase 2/ 3 phonics</p> <p>Captions and short sentences. Capital letters and full stops.</p> <p><b>Lists, instructions, postcards.</b></p> <p>Draw vocabulary and knowledge from non-fiction books and stories</p>	<p>Phase 3 phonics</p> <p>Short sentences- finger spaces, full stops and capital letters</p> <p><b>Diary entry, letter writing.</b></p> <p>Draw vocabulary and knowledge from non-fiction and use throughout the day in different contexts</p>	<p>Phase 3/ 4 phonics</p> <p>Sentences with WOW words</p> <p><b>Recounts, fact-file, story-telling.</b></p> <p>Use and understand new vocabulary from stories, poems and non-fiction</p> <p>Draw vocabulary and knowledge from non-fiction and discuss what they know/ have found out</p> <p>Sequence and retell stories</p>	<p>Phase 4 phonics</p> <p>Sentences with conjunctions. Introduce adjectives.</p> <p><b>Adjectives, story telling.</b></p> <p>Use and understand new vocabulary from songs and stories</p> <p>Sequence and retell stories</p> <p>Adapt narratives</p>



	<p><b>Throughout the year:</b></p> <p>Build key vocabulary to build fluency, understanding and enjoyment.</p> <p>Build vocabulary linked to themes.</p> <p>Sow the seeds for reading for pleasure.</p>					
<p>Maths</p> <p>White Rose Maths</p>	<p><b>Baseline Assessment</b></p> <p>Match, sort and compare</p> <p>Talk about measure and patterns</p> <p>It's me, 1,2,3</p>	<p>Circles and triangles</p> <p>1,2,3,4,5</p> <p>Shapes with 4 sides</p>	<p>Alive in 5</p> <p>Mass and capacity</p> <p>Growing 6,7,8</p>	<p>Length, height and time</p> <p>Building 9 and 10</p> <p>Explore 3D shapes</p>	<p>To 20 and beyond</p> <p>How many now?</p> <p>Manipulate, compose and decompose</p>	<p>Sharing and grouping</p> <p>Visualise, build and map</p> <p>Make connections</p>



<p>Understanding the World</p>	<p>Talk about the lives of people familiar to them- branching out to careers</p> <p>Know some similarities and differences between religious and cultural communities</p> <p>Special Places - where do different people work. And what they do.</p> <p>RE Syllabus</p>	<p>Explore differences in life in this country and other countries- stories</p> <p>Map work linked to stories</p> <p>Know some similarities and differences between religious and cultural communities</p>	<p>Know some similarities and differences between the world around them and contrasting environments</p> <p>Know some similarities and differences between religious and cultural communities</p>	<p>Compare and contrast the past with the present day- use books, stories, characters and images</p> <p>Map work related to transport</p>	<p>Explore the natural world, observing and describing the world around them</p> <p>Compare and contrast their immediate environment to contrasting environments</p> <p>Learning about different life cycles e.g. mini beasts</p> <p>Labelling parts of a sunflower.</p> <p>Describe and identify the change in seasons (Refer to throughout the year)</p>	<p>Compare and contrast the past</p> <p>Contrast environments</p> <p>Exploring changing matter and materials</p> <p>Describe and complete Map work related to pirates/immediate environment</p>
<p>Expressive Arts and Design</p>	<p>Explore the use of colour and design</p> <p>Creative show time: talk about designs/share ideas</p> <p><b>Throughout the year:</b> Perform songs/rhymes</p>	<p>Make use of props and materials in the role play area to re-create well known stories</p> <p>Perform songs and stories</p> <p>Pitch Matching and following the melody</p>	<p>Explore the use of tools, materials and techniques.</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Create and adapt designs</p>	<p>Perform poems</p> <p>Explore the use of tools, textures, colour, form/function and share designs etc.</p> <p>Children will create collaboratively -Class Assembly</p>	<p>Invent and adapt stories through their role play and small world play</p> <p>Confidently, safely and independently explore colour, texture, form and function.</p> <p>Creative Showtime: Talking about the process they have used.</p>



	<p>Pitch Matching and following the melody</p> <p>Children will be encouraged to return and build on previous learning</p> <p>Children to be immersed in music, listening, responding, expressing their feelings and moving.</p> <p>Explore the use of tools, textures, colour, form/function and share designs etc.</p>	<p>Children will create collaboratively -Christmas Performance</p>				
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Many of the ELG's in PSED, CL, PD and EAD will be present throughout the day in lots of different contexts. Use ELG breakdowns to see how they can be supported/ enhanced in the provision.

\*To provide the children with opportunities to follow their interest and to promote the British values of voting children will have the opportunity to vote on Key themes and texts throughout the year.