



Reception - Long Term Plan 24/25

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Themes	<u>All about Me!</u>	<u>Our Community</u>	<u>Once Upon a Time...Traditional Tales</u>	<u>Spring has Sprung</u>	<u>Nature Detectives</u>	<u>We're all going on a Summer Holiday</u>
Learning to include:	Starting School Autumn Halloween Family People who help us	Diwali, Bonfire Night, Children in Need, Remembrance Day, Advent, Christmas, Christmas Nativity	Winter Arctic environments The world around us Journeys – local area	Spring Pancake Day Easter Special Places	Life Cycles - butterflies, beans, chicks Gardening Habitats Growing up - babies, generations Health inc. oral health	Summer Transport/ Holidays Hot countries Seaside Pollution
Literacy – key texts	To be reviewed	To be reviewed	The Gingerbread Man Little Red Riding Hood Jack and the beanstalk	The Gruffalo Monkey Puzzle Room on the broom	Sonya's chickens Farmer Duck	To be decided
Literacy						
Reading	Begin to recognise written name. RWI – recognise taught Set 1 sounds Identify the initial sound in words. Begin to orally blend sounds in short words e.g. cat, dog.	Recognise written name. RWI – recognise taught Set 1 sounds Orally blend sounds in short words e.g. cat, dog.	RWI – recognise taught Set 1 sounds Blend sounds to read words using taught sounds.	RWI – recognise taught Set 1 sounds Begin to recognise taught Set 2 sounds Begin reading captions and sentences using taught sounds.	RWI – recognise taught Set 1 sounds Begin to recognise taught Set 2 sounds Read taught 'red words' Read books matching their phonics ability. Read captions and sentences using taught sounds.	RWI - recognise taught Set 1, Set 2 and Set 3 sounds Read taught 'red words' Read books matching their phonics ability. Begin to read longer captions and sentences using taught sounds.
Comprehension	Use pictures to tell a story. Listen and engage during story time. Hold a book correctly and turn pages carefully.	Sequence familiar stories. Join in with repeated phrases and actions. Begin to answer questions about stories.	Role play and act out stories. Identify the beginning, middle and end of a story.	Begin to predict what might happen next in a story. Retell a story they have heard. Identify and talk about	Begin to answer questions about what they have read.	Know that information can be retrieved from books.

				characters in books.		
Handwriting	Mark make using shapes.	Begin to use a tripod grip when using mark making tools, Begin to write taught letters using correct letter formation.	Use a tripod grip when mark making. Continue to practise write taught letters using correct letter formation.	Continue to use a tripod grip for mark making. Continue to practise write taught letters using correct letter formation.	Write letters using the correct letter formation.	Form letters using the correct letter formation and begin to control the size of the letters formed.
Composition	Copy letter shapes which are familiar to them e.g. from their name. Give meaning to the marks they make as they write. Write the initial sounds in words.	Begin to write their name. Write short strings of letters to represent words.	Spell out and write down vc cvc words.	Spell words using taught sounds, including special friends. Write words and labels using taught sounds.	Begin to write sentences. Spell words using taught sounds. Spell some red words correctly. Write captions and short phrases using taught sounds.	Begin to write longer words which are spelt phonetically. Write sentences.
Communication and Language						
Listening	Understand why listening is important. Follow simple instructions/directions.	Enjoy listening to stories. Begin to understand how and why questions. Respond to instructions with more than one step.	Engage in story times, joining in with repeated phrases and actions. Ask questions to find out more.	Follow a story without pictures or props Respond to more complex instructions.	Understand questions such as who, what, where, when, why and how. Engage in non- fiction books.	Have conversations with adults and peers with back-and-forth interactions.
Speaking	Talk in front of a small group. Talk to their teacher and other supporting adults. Learn new vocabulary linked to learning.	Answer questions in front of the whole class. Use new vocabulary throughout their learning and play.	Develop confidence to talk to other adults they know at school.	Share their work with others. Use new vocabulary in a range of contexts. Retell a story.	Use talk to organise, sequence and clarify their thinking, ideas, feelings and events. Talk in sentences using a conjunction e.g. and or because.	Talk to a range of adults around the school. Talk about why things happen. Talk in sentences using a range of tenses.
Maths	Recognising sets Sorting objects Patterns and comparing 1:1 counting Recognising and ordering numbers to 5 Subitising Counting groups of objects 2D Shapes		Subitising and counting skills Compositions of numbers within 10 One more and one less Number bonds for numbers within 10 Mass and Capacity Odd and even numbers Doubling Connecting quantities to numerals Length, height and time Explore properties of 3D shapes		Recognising and ordering numbers to 20 Consolidation of counting skills Addition and subtraction within 10 More/less. Securing knowledge of number facts Odd and Even numbers Properties of 2D and 3D Shapes Sharing and grouping objects Build doubles Identify repeating patterns	

			Money		Describe positions Explore mapping Develop reasoning and problem-solving skills	
PSED (Jigsaw)	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Physical Development						
Gross Motor	Get Set for PE – Introduction to PE 2	Get Set for PE– Fundamentals 2	Get Set for PE– Gymnastics 2	Get Set for PE– Ball Skills 2	Get Set for PE– Ball Skills continued 2	Get Set for PE- Games 2
Fine Motor	Use a dominant hand. Use large pegs/ tweezers to transfer objects. Begin to hold scissors correctly and make snips in paper.	Hold a knife and fork correctly. Hold scissors correctly and cut along a straight or zig zagged line.	Thread with small beads. Use small pegs/ tweezers to transfer objects.	Hold scissors safely and correctly and cut out large shapes.	Hold scissors safely and correctly and cut out various materials. Paint using thinner brushes.	Create detail in drawings, using a range of tools accurately. Cut out shapes, materials and resources with skill and accuracy. Independently use a knife and fork for all appropriate meals.
Expressive Arts and Design						
Art	Self portraits Explore using different media to mark make. Know colour names and experiment with colour mixing.	<u>Kapow-Drawing Marvellous marks</u> Exploring marks through different drawing materials.		<u>Kapow-Painting and Mixed media – Paint my world.</u> Exploring paint and painting techniques through nature, music and collaborative learning.	<u>Kapow-Sculptures and 3D – Creation station</u> Exploring the sculpture qualities or malleable materials and natural objects, making clay animals.	Produce artwork inspired by the natural world.
Design Technology	<u>Kapow – Structures – Junk Modelling</u> Explore and learn about various types of permanent and temporary join. Encourage children to tinker using a combination of materials		<u>Kapow-Boats-structure</u> Exploring objects and properties, designing and making own boat.			<u>Kapow-Bookmarks-Textiles</u> Threading, weaving and designing and making a bookmark.

	and joining techniques in the junk modelling area.					
Music	Autumn - Pulse	Light and Dark - dynamics	Transport -Tempo	Growing - Pitch	Minibeasts - Rhythm	Seaside – Exploring Instruments
Understanding the World						
History	Personal history- sharing baby pictures of children and staff - Exploring their timeline from babies to 4/5yrs Families and family history- looking at photographs from previous generations	Significant events – Bonfire Night Remembrance Day		How have special places changed over time? – Where is special to them/ family members when they were younger.		Look at and talk about images of transport in the past- how have cars, buses and trams changed in living memory.
Geography		To know the name of the town and area that I live in.	Know simple features on a map Know the name of the road I live on. Know that there are different places in the world that are different from where I live Name some places in the world that are colder than England.			Know that there are places in the world that are different from where I live Name some places in the world that are hotter than England.
Science	To know that humans change as they grow.	To identify signs of Autumn – describe what they see, hear smell and feel when they are outside.	To identify signs of Winter – describe what they see, hear smell and feel when they are outside. To identify changes of state – ice/ water	To identify signs of Spring – describe what they see, hear smell and feel when they are outside. To identify changes of state – melting chocolate	To know that plants and animals change as they grow. To know and compare some different habitats.	To identify signs of Summer – describe what they see, hear smell and feel when they are outside.
Religious Education (Oldham agreed Syllabus)	Which stories are special to us and why? Harvest	Which people are special to us and why? Diwali Christmas	Which places are special to us and why?	Which times are special to us and why? Shrove Tuesday/ Easter Ramadan/ Eid	Where do we belong?	What is special about our world? Islam