

## Reception Long Term Plan Overview 2024-25

		Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Area of Learning	<b>Topic/focus</b>	All about me/seasons	Festivals	Traditional Tales	New Life	Superheroes	At the Seaside
	<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>Use reception listening rules</li> <li>Take part in listening games</li> <li>Take part in circle games to practise questioning skills</li> <li>Explore reading corner in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Use new vocabulary surrounding celebrations confidently</li> <li>Use new vocabulary in role play</li> <li>Learn and perform songs for our Christmas performance</li> </ul>	<ul style="list-style-type: none"> <li>To listen to and join in with traditional tales – Three little pigs – Goldilocks and the three bears -Jack and the beanstalk - The Gingerbread Man</li> <li>Use adjectives to describe settings and characters</li> <li>Sequence the events of each story</li> </ul>	<ul style="list-style-type: none"> <li>Use connectives when describing life cycles</li> <li>Use sequencing words such as before, then, after when describing experiences</li> </ul>	<ul style="list-style-type: none"> <li>Use vocabulary to create a superhero narrative</li> </ul>	<ul style="list-style-type: none"> <li>To understand the difference between fiction and non-fiction through exploring a variety of non-fiction books</li> </ul>
	<b>Core skills (Linked to Development Matters Reception)</b>	<p>Understand how to listen carefully and why listening is important.</p> <ul style="list-style-type: none"> <li>Ask questions to find out more and to check they understand what has been said to them.</li> <li>Engage in story times.</li> </ul> <ul style="list-style-type: none"> <li>Develop Social Phrases</li> </ul>	<ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary through the day</li> <li>Learn rhymes, poems and songs.</li> <li>Engage in story times.</li> </ul>	<p>Engage in story times.</p> <ul style="list-style-type: none"> <li>Listen to and talk about stories to build familiarity and understanding.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Learn new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Articulate their ideas and thoughts in well-formed sentences.</li> <li>Connect one idea or action to another using a range of connectives.</li> <li>Describe events in some detail.</li> </ul> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p>	<ul style="list-style-type: none"> <li>Use new vocabulary in different contexts.</li> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Engage in non-fiction books.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> <li>Learn new vocabulary.</li> </ul>

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					<ul style="list-style-type: none"> <li>Engage in story times.</li> </ul>		
<b>Early Learning Goals</b>		•				<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p>Speaking:</p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	
<b>Physical development</b>	<ul style="list-style-type: none"> <li>To practise use of core muscle strength when sitting at the table or on the carpet</li> <li>To become familiar with the reception routine using their fine and gross motor skills to support Introduction to P.E</li> <li>negotiate space safely</li> </ul>	<p><b>Fundamentals</b></p> <ul style="list-style-type: none"> <li>confident to try new challenges, deciding on the skills I use to complete the task.</li> <li>play games honestly with consideration of the rules.</li> <li>Develop key skills of running, balancing, hopping, jumping, travelling and changing direction.</li> </ul>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>combine movements, selecting actions in response to the task and apparatus.</li> <li>confidently and safely use a range of large and small apparatus.</li> <li>use movement skills with developing strength, balance and co-ordination</li> </ul>	<p>Dance</p> <ul style="list-style-type: none"> <li>confident to try new challenges and perform in front of others.</li> <li>can combine movements, selecting actions in response to the task.</li> <li>show respect towards others when providing feedback.</li> <li>use movement skills with developing strength, balance and co-</li> </ul>	<p>Games</p> <ul style="list-style-type: none"> <li>use ball skills with developing competence and accuracy.</li> <li>use movement skills with developing balance and co-ordination.</li> </ul> <p>Develop skills in</p> <ul style="list-style-type: none"> <li>Running</li> <li>Changing direction</li> <li>Striking a ball</li> </ul>	<p>Ball skills</p> <ul style="list-style-type: none"> <li>persevere when trying new challenges.</li> <li>play ball games with consideration of the rules.</li> <li>play co-operatively and take turns with others.</li> <li>use ball skills with developing competence and accuracy</li> </ul> <p>Develop skills in</p>	

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	<ul style="list-style-type: none"> <li>follow instructions involving several ideas or actions.</li> <li>play co-operatively and take turns with others.</li> <li>I use movement skills with developing balance and co-ordination.</li> </ul>		<ul style="list-style-type: none"> <li>showing increasing control and grace.</li> </ul>	<p>ordination showing increasing control and grace.</p> <p>Develop skills in</p> <ul style="list-style-type: none"> <li>Travelling</li> <li>Copying and performing actions</li> <li>Balance</li> <li>Coordination</li> </ul>	<p>Take part in early morning fine motor activities to increase fine motor control</p> <p>Take part in handwriting sessions to improve letter formation</p>	<ul style="list-style-type: none"> <li>Throwing a ball</li> <li>Tracking a ball</li> <li>Throwing a ball at a target</li> <li>Bouncing a ball</li> <li>Dribbling a ball with feet</li> <li>Kicking a ball</li> </ul>
<b>Core skills (Linked to development matters reception)</b>	<ul style="list-style-type: none"> <li>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</li> <li>Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>lining up and queuing</li> <li>mealtimes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop overall body-strength, balance, co-ordination and agility.</li> <li>Revise and refine the fundamental movement skills they have already acquired: <ul style="list-style-type: none"> <li>rolling</li> <li>crawling</li> <li>walking</li> <li>jumping</li> <li>running</li> <li>hopping</li> <li>skipping</li> <li>climbing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>Progress towards a more fluent style of moving, with developing control and grace.</li> </ul>	<ul style="list-style-type: none"> <li>Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> </ul>	<ul style="list-style-type: none"> <li>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</li> <li>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</li> </ul>
<b>Early Learning Goals</b>					<p>Gross Motor skills:</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <ul style="list-style-type: none"> <li>Demonstrate strength, balance and coordination when playing.</li> <li>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>	

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						<p>Fine Motor skills: 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.</p>
<b>Personal, social and emotional development</b>	<p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>- Talk about similarities and differences.</li> <li>- Name special people in their lives.</li> <li>- Describe different feelings.</li> <li>- Identify who can help if they are sad, worried or scared.</li> <li>- Identify ways to help others or themselves if they are sad or worried.</li> </ul>	<p>Valuing difference</p> <ul style="list-style-type: none"> <li>- Be sensitive towards others and celebrate what makes each person unique.</li> <li>- Recognise that we can have things in common with others.</li> <li>- Use speaking and listening skills to learn about the lives of their peers.</li> <li>- Know the importance of showing care and kindness towards others.</li> <li>- Demonstrate skills in building friendships and cooperation.</li> </ul>	<p>Keeping myself safe</p> <ul style="list-style-type: none"> <li>- Talk about how to keep their bodies healthy and safe.</li> <li>- Name ways to stay safe around medicines.</li> <li>- Know how to stay safe in their home, classroom and outside.</li> <li>- Know age-appropriate ways to stay safe online.</li> <li>- Name adults in their lives and those in their community who keep them safe.</li> </ul>	<p>Rights and Responsibilities</p> <ul style="list-style-type: none"> <li>- Understand that they can make a difference.</li> <li>- Identify how they can care for their home, school and special people.</li> <li>- Talk about how they can make an impact on the natural world.</li> <li>- Talk about similarities and differences between themselves.</li> <li>- Demonstrate building relationships with friends.</li> </ul>	<p>Being my Best</p> <ul style="list-style-type: none"> <li>- Feel resilient and confident in their learning.</li> <li>- Name and discuss different types of feelings and emotions.</li> <li>- Learn and use strategies or skills in approaching challenges.</li> <li>- Understand that they can make healthy choices.</li> <li>- Name and recognise how healthy choices can keep us well.</li> </ul>	<p>Growing and changing</p> <ul style="list-style-type: none"> <li>- Understand that there are changes in nature and humans.</li> <li>- Name the different stages in childhood and growing up.</li> <li>- Understand that babies are made by a man and a woman.</li> <li>- Use the correct vocabulary when naming the different parts of the body.</li> <li>- Know how to keep themselves safe.</li> </ul>
<b>Links to development matters (reception)</b>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> </ul>	<ul style="list-style-type: none"> <li>• Build constructive and respectful relationships.</li> <li>• Think about the perspectives of others.</li> </ul>	<p>Know and talk about the different factors that support their overall health and wellbeing;</p> <ul style="list-style-type: none"> <li>- regular physical activity</li> <li>- healthy eating</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and moderate their own feelings socially and emotionally.</li> </ul>	<ul style="list-style-type: none"> <li>• Show resilience and perseverance in the face of challenge</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about the different factors that support their overall health and wellbeing;</li> <li>- regular physical activity</li> </ul>

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				<ul style="list-style-type: none"> <li>-toothbrushing</li> <li>-sensible amounts of 'screen time'</li> <li>-having a good sleep routine</li> <li>-being a safe pedestrian</li> </ul>			<ul style="list-style-type: none"> <li>-healthy eating</li> <li>-toothbrushing</li> <li>-sensible amounts of 'screen time'</li> <li>-having a good sleep routine</li> <li>-being a safe pedestrian</li> <li>•Manage their own needs.</li> <li>- personal hygiene</li> </ul>
	<b>Early Learning Goals</b>					<p>Self Regulation:</p> <ul style="list-style-type: none"> <li>•Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>•Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>•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.</li> </ul> <p>Managing self:</p> <ul style="list-style-type: none"> <li>•Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>•Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>•Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <p>Building relationships:</p> <ul style="list-style-type: none"> <li>•Work and play cooperatively and take turns with others.</li> </ul>	

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						<ul style="list-style-type: none"> <li>•Form positive attachments to adults and friendships with peers.</li> <li>•Show sensitivity to their own and to others' needs.</li> </ul>
R Texts <b>2024-25</b> (Additional texts maybe used depending on cohort)	The colour Monster Happy in our skin Handa's Surprise My Hair Leaf Man The Scarecrows Wedding	Owl babies The Tiger who came to tea The Gruffalo The Jolly Christmas Postman Lost and found	The Three Little Pigs Goldilocks and the three bears Little red riding hood Six Dinner Sid None the number	The Tiny seed Mr Gumpy's Outing Farmer Duck Hungry Hen Jasper's Beanstalk	Super Milly and the Super School Day Supertato stories What the ladybird heard next Dogger The Dot Rosie Revere Engineer	<b>The Night Pirates</b>  The lighthouse keepers lunch The snail and the whale The sand between my toes I see the sea There's a house inside my mummy
R Writing form <b>2024-25</b>	CVC words	Weekly sentence writing	Sequence familiar stories Retelling familiar stories Writing instructions to make porridge	Instruction writing Labels and captions Writing in role	<ul style="list-style-type: none"> <li>•Create and write superhero identities</li> <li>•Writing letters to the book character</li> <li>•Create a story map</li> <li>•Write lyrics to a superhero song</li> <li>•Writing lists</li> <li>•Plan their own story using the story mountain</li> </ul>	<ul style="list-style-type: none"> <li>•Letter writing</li> <li>•Writing in role</li> <li>•Creating a how to be a pirate guide</li> <li>•Role playing as a pirate</li> <li>•Creating pirate treasure maps</li> </ul>
<b>Literacy: Phonics (Take from Little Wandle letters and sounds revised)</b>	To begin Little Wandle Letters and Sounds revised. <ul style="list-style-type: none"> <li>• Develop GPCs for s,a,t,p,l,n,g,o,c,k,d,ck,e,u,r,h,b,f,l</li> <li>• Recognise tricky words; is, l, the</li> </ul>	Continue little wandle letters and sounds revised phase 2 <ul style="list-style-type: none"> <li>• Develop GPCs for ff,ss,ll,j,v,w,x,y,z,zz,qu,ch,sh,th,ng,nk</li> <li>• Recognise tricky words; put, pull, full, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</li> </ul>	Begin little wandle letters and sounds revised phase 3 <ul style="list-style-type: none"> <li>• Develop GPCS for ai,ee,igh,oa, oo, oo, ar, ur, ear, air, ow, oi, er</li> <li>• Recognise and use tricky words; was, you, they, are, all, my, by, sure, pure.</li> <li>• Read words with double letters</li> </ul>	Continue little wandle letters and sounds revised phase 3 <ul style="list-style-type: none"> <li>• Secure spelling using digraphs and trigraphs</li> <li>• Use and recognise compound words</li> <li>• Use and recognise words with s /z/ in the middle</li> </ul>	Begin little wandle letters and sounds revised phase 4 <ul style="list-style-type: none"> <li>• Secure spelling and reading of short vowels and root words ending in: <ul style="list-style-type: none"> <li>-ing, -ed /t/, -ed /id/ /ed/ -est</li> </ul> </li> <li>• Recognise and use tricky words; said, so, have, like,</li> </ul>	Continue little wandle letters and sounds revised phase 4 <ul style="list-style-type: none"> <li>• Secure spelling and reading with long vowel sounds</li> <li>• root words ending in: <ul style="list-style-type: none"> <li>-ing, -ed /t/, -ed /id/ /ed/, -ed /d/</li> </ul> </li> </ul>

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					<ul style="list-style-type: none"> <li>words with –s /s/ /z/ at the end</li> <li>words with –es /z/ at the end</li> </ul>	<p>some, come, love, do, were, here, little, says, there, then, what, one, out, today</p>	
<b>Literacy</b>	<ul style="list-style-type: none"> <li>Sequencing the creation story</li> <li>Writing our names</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Understanding and recreating the nativity story</li> <li>Creating onomatopoeia labels for fireworks</li> </ul>	<ul style="list-style-type: none"> <li>Explore traditional tales; The Three little pigs, Goldilocks and the three bears, Jack and the beanstalk and The Gingerbread Man.</li> <li>Sequence familiar stories</li> <li>Use adjectives to describe story characters</li> <li>Writing instructions to make porridge</li> <li>Writing a wish for Chinese new year</li> <li>Little red teaching sequence from Literacy Tree</li> </ul>	<ul style="list-style-type: none"> <li>The extraordinary gardener sequence from literacy tree</li> <li>Creating labels for nature treasure</li> <li>Writing letters to character from book</li> <li>Create command sentences for planting a seed</li> <li>Writing captions and labels for pictures</li> <li>Plan our own stories</li> <li>Write our own stories</li> <li>Creating a chick development journal</li> <li>Creating chick name labels</li> </ul>	<ul style="list-style-type: none"> <li>Super Milly planning sequence from literacy tree</li> <li>Create and write superhero identities</li> <li>Writing letters to the book character</li> <li>Exploring onomatopoeia</li> <li>Create a story map</li> <li>Write lyrics to a superhero song</li> <li>Writing lists</li> <li>Plan their own story using the story mountain</li> <li></li> </ul>	<p>The night pirates planning sequence from literacy tree</p> <ul style="list-style-type: none"> <li>Letter writing</li> <li>Writing in role</li> <li>Creating a how to be a pirate guide</li> <li>Role playing as a pirate</li> <li>Creating pirate treasure maps</li> <li></li> </ul>	
<b>Core skills (Linked to development matters reception)</b>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> </ul>	<ul style="list-style-type: none"> <li>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>Read some letter groups that each</li> </ul>	<ul style="list-style-type: none"> <li>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Form lower-case and capital letters correctly.</li> <li>Spell words by identifying the sounds and then writing the sound with letter/s.</li> </ul>	<ul style="list-style-type: none"> <li>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> </ul>		

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		<p>represent one sound and say sounds for them.</p> <ul style="list-style-type: none"> <li>Read a few common exception words matched to the school's phonic programme.</li> </ul>	<ul style="list-style-type: none"> <li>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>		<ul style="list-style-type: none"> <li>Re-read what they have written to check that it makes sense.</li> </ul>	
<b>Early Learning Goals</b>					<p>Word Reading:</p> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul> <p>Comprehension:</p> <ul style="list-style-type: none"> <li>Anticipate (where appropriate) key events in stories.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul> <p>Writing:</p> <ul style="list-style-type: none"> <li>Write recognisable letters, most of which are correctly formed.</li> <li>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</li> <li>Write simple phrases and sentences that can be read by others.</li> </ul>	
<b>Mathematics</b>	<p>Sorting and comparing groups</p> <p>One to one correspondence</p>	<p>Numbers to 5</p> <p>Sequencing</p> <p>2D shapes</p> <p>One more one less</p>	<p>Comparing groups to 5</p> <p>Composition of numbers to 5</p> <p>Capacity</p> <p>Mass</p>	<p>Numbers 6,7, 9, 10</p> <p>Length, Height</p> <p>Days of the week</p> <p>3D shapes</p> <p>Pattern</p>	<p>Numbers to 20</p> <p>Adding and Taking away</p>	<p>Doubling</p> <p>Halving</p> <p>Sharing</p> <p>Grouping</p> <p>Even and Odd</p>



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<p><b>Core Skills (Linked to development matters reception)</b></p>	<ul style="list-style-type: none"> <li>Count objects, actions and sounds.</li> <li>Subitise.</li> </ul>	<ul style="list-style-type: none"> <li>Link the number symbol (numeral) with its cardinal number value. Subitise.</li> <li>Select, rotate and manipulate shapes to develop spatial reasoning skills.</li> <li>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</li> </ul>	<ul style="list-style-type: none"> <li>Compare numbers</li> <li>Compare length, weight and capacity. Subitise.</li> </ul>	<ul style="list-style-type: none"> <li>Compare length, weight and capacity.</li> <li>Explore the composition of numbers to 10.</li> <li>Automatically recall number bonds for numbers 0–5 and some to 10. Subitise.</li> <li>Continue, copy and create repeating patterns.</li> </ul>	<p>Subitise.</p> <ul style="list-style-type: none"> <li>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</li> </ul>	<p>Explore the composition of numbers to 10.</p>
<p><b>Early Learning Goals</b></p>					<p>Number</p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts Numerical Patterns</li> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>	
<p><b>Understanding the world</b></p>	<p>To explore family photos and different families  <small>Comment on images of familiar situations in the past.</small></p> <p>Explore local area</p>	<p>Explore special celebrations such as bonfire night, Diwali and Christmas, why are these important to some people</p>	<p>To understand seasonal changes which happen in winter and observe these on a winter walk</p>	<p>Explore new life with chicks          Understand and sequence life cycles          Observe seasonal changes of spring</p>	<p>To understand different roles within the community and how these are heroes.</p>	

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		<p>To understand the seasonal changes that happen in Autumn, observe these on an Autumn Walk</p> <p>To take part in weekly forest school sessions</p>	<p>Who celebrates these times?</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.</p> <p>To explore features of the local area, walking to the post box to post an chr card</p>	<p>Take part in weekly forest school sessions</p>	<p>Drawing on their experiences and what has been read in class.</p> <p>Understand the past, through settings characters and events encountered in books read in class.</p>	<p>Talk about the lives of people around them and their roles in society.</p> <p>Explore features of local area.</p>	
<b>Units from Plan</b>	Humans	Seasonal Changes		Animals excluding humans	Materials including changing materials	Living things and their habitats	
<b>Assess Science</b>							
<b>Core Skills( Linked to development matters reception)</b>	<ul style="list-style-type: none"> <li>•Talk about members of their immediate family and community.</li> <li>•Name and describe people who are familiar to them.</li> <li>•Recognise some environments that are different to the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>•Understand that some places are special to members of their community.</li> <li>•Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise some environments that are different to the one in which they live.</li> <li>•Understand the effect of changing seasons on the natural world around them.</li> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on images of familiar situations in the past.</li> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Draw information from a simple map.</li> <li>• Compare and contrast the seaside in the past and the seaside in the present</li> </ul>	

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	<b>Early Learning Goals</b>					<p>Past and Present</p> <ul style="list-style-type: none"><li>•Talk about the lives of the people around them and their roles in society.</li><li>•Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>•Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul> <p>People, Culture and Communities</p> <ul style="list-style-type: none"><li>•Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>•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.</li><li>•Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li></ul> <p>The Natural World</p> <ul style="list-style-type: none"><li>•Explore the natural world around them, making observations and drawing pictures of animals and plants.</li><li>•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.</li><li>•Understand some important processes and changes in the natural world around them,</li></ul>
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						including the seasons and changing states of matter.
<b>Expressive art and design</b>	<p>Creating a whole class collage on the creation story</p> <p>Creating a self portrait</p> <p>Creating a family portrait</p> <p>Body Art</p>	<p>Learn, practise and perform songs for our nativity performance</p> <p>Create a sleigh for our elf</p> <p>Work together to build santas workshop</p> <p>Create Christmas cards to post</p> <p>Create Firework inspired pictures</p> <p>Body Art</p>	<p>Exploring Chinese Dragon Dances</p> <p>Exploring familiar nursery rhymes</p> <p>Building houses for the three pigs using construction and junk modelling materials</p> <p>Body Art</p>	<p>Learning songs for Easter Service</p> <p>Body Art</p> <p>Building nests for the chicks using construction materials and junk modelling</p>	<p>Creating superhero identities</p> <p>Use junk modelling to create emergency vehicles</p> <p>Body Art</p>	<p>Using salt dough to create a model star fish</p> <p>Body Art</p>
<b>Music units from Sing Up</b>	<p><b>I've got a grumpy face.</b> <b>Focus:</b> Timbre, beat, pitch contour.</p> <p><b>Alice the Camel</b> <b>Focus:</b> Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p>	<p><b>Witch! Witch</b> <b>Focus:</b> Call-and-response, pitch (la-so-mi-do), timbre.</p> <p><b>Row, Row your boat</b> <b>Focus:</b> Beat, pitch (step/leap), timbre.</p>	<p><b>Dabbling Ducks-</b> <b>Focus:</b> Active listening, beat, pitch (so-mi), vocal play.</p> <p><b>Jelly on my Plate</b> <b>Focus:</b> Timbre, pitch (higher/lower), tempo (faster/slower), beat.</p>	<p><b>Song Bank:</b> Rain is falling down; Up and down; Hickory dickory dock; Five fine bumble bees. <b>Focus:</b> Pitch contour rising and falling, classical music.</p> <p><b>Five Fine Bumble Bees</b> <b>Focus:</b> Timbre, tempo, structure (call-and-response), active listening.</p>	<p><b>Down there under the sea</b> <b>Focus:</b> Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p><b>It's oh so quiet</b> <b>Focus:</b> Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p>	<p><b>Slap,clap,clap</b> <b>Focus:</b> Music in 3-time, beat, composing and playing.</p> <p><b>Bow,Bow,Bow Belinda</b> <b>Focus:</b> Beat, active listening, instrumental accompaniment.</p>
<b>Core Skills (Linked to development matters reception)</b>	<p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>•Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p>	<p>Develop storylines in their pretend play.</p>	<p>Explore and engage in music making and dance, performing solo or in groups.</p>
<b>Early Learning Goals</b>						

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						<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <ul style="list-style-type: none"> <li>• Share their creations, explaining the process they have used.</li> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> <li>• Invent, adapt and recount narratives and stories with peers and their teacher.</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
<p><b>Religious education</b> <i>(Taken from the RE Programme of Study)</i></p>	<p>Why is the word 'God' so important to Christians?</p>	<p>Why is Christmas special for Christians?</p>	<p>Being special: where do we belong? <i>Learn from two religions</i></p>	<p>Why is Easter special for Christians?</p>	<p>Which places are specially valued and why? <i>Learn from two religions</i></p>	<p>Which stories are specially valued and why? <i>Learn from at least two religions</i></p>
<p><b>Computing</b> <i>(Taken from Purple Mash scheme of work)</i></p>	<p>Safety and Privacy</p> <ul style="list-style-type: none"> <li>• I can explain how my work on the computer belongs to me and other people's work belongs to them.</li> </ul>	<p>Mouse and Trackpad</p> <ul style="list-style-type: none"> <li>• I can hold a computer mouse with my finger on the correct buttons.</li> <li>• I can use a mouse to make the cursor move around the</li> </ul>	<p>Mouse and Trackpad</p> <ul style="list-style-type: none"> <li>• I can use a mouse accurately to click and drag objects on the screen.</li> <li>• I can use the mouse roller to scroll up</li> </ul>	<p>Keyboard Skills</p> <ul style="list-style-type: none"> <li>• I can find all the letters of the alphabet on a keyboard.</li> <li>• I can put spaces between words in my typed work.</li> </ul>	<p>Hardware</p> <ul style="list-style-type: none"> <li>• I can understand why having clean hands is important when using shared devices.</li> <li>• I can understand</li> </ul>	<p>Drawing Skills</p> <ul style="list-style-type: none"> <li>• I can draw pictures on the computer to go with my work.</li> <li>• I can use a computer to draw with different</li> </ul>

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		<ul style="list-style-type: none"> <li>I can explain what it means for something to be private.</li> <li>I can talk about how my body feels when I am not comfortable with something.</li> <li>I know who can help me when I am feeling worried.</li> <li>I can show that I understand how to be kind to others.</li> <li>I can choose activities in my free time that help me to be healthy.</li> </ul>	<p>computer screen where I want it to go.</p> <ul style="list-style-type: none"> <li>I can click the correct mouse button to play games on the computer.</li> </ul>	<p>and down a page.</p> <ul style="list-style-type: none"> <li>I can use a laptop touchpad</li> </ul>	<ul style="list-style-type: none"> <li>I know how to correct typed work without re-doing the work entirely using the delete keys.</li> <li>I can type capital letters and lower case and know how to change between these</li> <li>I can type numbers using a keyboard.</li> <li>I know how to move to the next line down when typing.</li> <li>I can use the arrow keys to move around the screen</li> <li>I can use the different inputs of a computer keyboard.</li> </ul>	<p>why it is not sensible to eat and drink whilst using a technological device.</p> <ul style="list-style-type: none"> <li>I can understand why I need to take care with electronic devices and their plugs and wires.</li> <li>I can take appropriate actions when I need to carry a device to a different location.</li> <li>I can use devices with care.</li> <li>I can identify the technology used around me.</li> <li>I can identify the parts of a computer</li> </ul>	<p>widths of pens.</p> <ul style="list-style-type: none"> <li>I can try the different tools that I can draw with on the computer.</li> <li>I can draw on a computer using a mouse.</li> </ul>
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						and what they are for.	
<b>WOW Moments</b>	Early reading evening	Nativity	Chinese new year	Chicks	Superhero day	Sports day	
<b>Role play areas</b>	Home corner	Diwali House Santa's Workshop	Three pigs houses Chinese restaurant	Garden Centre	Superhero Headquarters	Pirate ship/Seaside	

As EYFS best practice is linked to the children's individual interests this plan is a guide to the areas we will cover and may change as the topics develop.