

Reception 2023-2024 Long Term Plan

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Marvellous Me!	Light and Dark	Home and Away	Under the Sea	Growing and Changing	Bears, bears, bears
Key Events	Black History Month October	Armistice Day / Remembrance	Holocaust Memorial Day	World Book Day	Ramadan Eid	Father's Day
	National Poetry Day	Diwali	Chinese New Year	Red Nose Day	St George's Day	
		Hanukkah	Internet Safety Day	Mother's Day		
	Harvest festival	Halloween	Valentines Day	Easter		
	Rosh Hashanah	King Charles birthday	Shrove Tuesday			
	Roald Dahl birthday	Christmas				
		Bonfire night - Gun powder plot				
Experience	Joint fruit picking in Beal Vale Orchard with Year 6 buddies, harvesting/collecting apples, pears, plums and nuts. Reception to take home a piece of fruit and fruit out for BV parents to take-community link. Year 6 shared reading buddies	Visit from Lancashire owl and hawk trust. Christmas Nativity performance. Walk to post office to post letters to Father Christmas. Halloween disco, Autumn park walk- Dunwood Park. Year 6 shared reading buddies. Diwali	Chinese new year. Runway Visitor Park- Manchester . Shaw Library Visit- our local area. Valentine Disco. Year 6 shared reading buddies	Easter egg hunt. Spring-Dunwood park visit. Year 6 shared reading buddies	Zoo 2 U. Baby and parent visit. Catterpillars to butterflies- classroom growing experience. Incredible eggs- ducks. Shaw library visit . Year 6 shared reading buddies	Summer- Dunwood park visit. Sports day. Police visit. . Firefighter visit. Year 6 shared reading buddies

		prep in home corner				
Ambition	To settle into Reception	To feel safe and happy in our school setting	To be a pilot - show interest in different occupations	To care for and respect nature.	To think about future aspirations.	Are we ready for Year 1 transition? Show interest in different occupations
Parental Engagement	Parents meet during staggered entry. First day photo opportunity. Parents given a little gift bag to support them on child's first day. Class newsletter. PTA recruitment message via parent app to Reception parents. Pupil of week and Recognition cards.	Parents group-around themes to support our approach to childrens learning to incorporate parents in their learning journey. First parents evening. Class newsletter. Pupil of term assembly, Pupil of week and Recognition cards. Photos of children with owls to share with parents at our first 'parent stay and play session' and also used for our calendars First nativity- parents to watch nativity performance. Twitter posts.	Parents group- around themes to support our approach to childrens learning to incorporate parents in their learning journey. Class newsletter.Pupil of week, weekly superstars and Recognition cards. Parent stay and play session-slide show of airport trip. Some photos shared on Twitter.	Parents group- around themes to support our approach to childrens learning to incorporate parents in their learning journey. Reception Class Assembly. Class newsletter.Pupil of term assembly, Pupil of week, weekly superstars and Recognition cards. Twitter posts.	Class newsletter. Pupil of week, weekly superstars and Recognition cards. Share experiences with parents through social media- Twitter & FB. Parents group-around themes to support our approach to childrens learning to incorporate parents in their learning journey	We are proud of you' photo opportunity-transition moment. Class newsletter. Pupil of term assembly, Pupil of week, weekly superstars and Recognition cards. Parents stay and play.

Possible themes and key texts	Rosie starts school. The ginger bread man. The Enormous Crocodile. Little Red Hen. Invisible String . The colour Monster/ starts school. Let's look at Families. All Join in (Poetry) All about Senses. Our class is a family.My amazing body. I'm Special, I'm Me. All are Welcome.	Room on the broom. Funny Bones. Owl babies. Night animals. Peep inside nighttime. Look up. Whatever next. How to catch a star. Zim Zam Zoom (poetry). Aliens love underpants. Here come the aliens. Seasons. The Leaf Thief. Rama and Sita.	Where is the dragon? Who's at the door? The three little pigs. Lanterns and firecrackers. This is the house that Jack built. (poem) The Magic Paintbrush. Panda Bear , Panda Bear. Panda- non-fiction.	Commotion in the ocean. Samsons titanic journey. SSSSnap Mr shark (poetry). Tiddler- the story telling fish. That's not a daffodil. Supertato- The Great Eggscap!The Under Sea Cleaning Spree. Mr.Wolf's Pancakes. Octopus. Jellyfish. The story of the Titanic.What can you see in spring? Parts of a plant. The story of Easter.Easter time Easter around the world. Where does it grow?	The tiny seed, the amazing lifecycles of butterflies, I want that pet, As we grow, growing frogs, We all went on safari, Seasons come seasons go - Tree, Rainforest animals, Mad about minibeasts, The great pet sale, Good baby, bad baby. Bringing the Rain to Kapiti Plain, Oliver's vegetables, First time vet, Farmer duck, The egg.	Goldilocks and the three bears. Going on a bear hunt. Where's my teddy? (+ sequel) It's the bear. Bears, bears and more bears. Emergency who helps us on the street. Burglar Bill.
Communication and language	Settling in. Ourselves.Talk about own experiences e.g families. Begin to talk about feelings. Play listening game. Follow instructions linked to new routines e.g tidying up. Join in rhymes/stories. Introduce book talk. Role play/puppets related to	Wellcomm. Masks/puppets. Role play,Book talk-retelling stories. Begin to talk simple sentences-writing link-develop vocabulary from stories. Vocabulary wall-peg a word. Act out stories. Cave (outdoors) Space rocket. Begin to form questions for visitors-Owl	Wellcomm. Develop vocabulary from stories. To develop speaking in sentences (writing) Retell stories. Ask questions from stories and events. Describe other places e.g.Polar land. Role play China House and building site. Describe events e.g.Chinese New Year. Learn rhymes, poems and songs. Talk about feelings actions-PSED	Develop vocabulary word wall. Act out stories. Describe events familiar and in the past. Non fiction and fiction books. Role play Titanic (outdoors). Discuss past and present to find out more about historical events and people. Develop sentences link to writing. Ask questions to find out more. Begin to articulate life cycles e.g daffodil- flowers. Recite poems, stories and warm up rhymes.	Vocabulary from stories, non fiction and events. Vocabulary word wall. Engage in discussions. Ask questions. Describe things and events in detail e.g minibeast hunt. ZOO2U Respond to drama experiences Hot seating in role. Past/present talk. Talk about similarities and	Vocabulary from stories/events.voacbulary wall. Retell stories. Non fiction books. Learn to recite poems/songs. Talk in full sentences. Talk about similarities and differences. Describe events in detail. Talk about experiences from the school year. Connect ideas. Questions for visitor e.g Police Officer visit.

	<p>stories. Develop vocabulary. Vocabulary wall, peg the word. Role play- domestic home kitchen and dressing up role play inc clothing for Divali celebrations. Show and tell. Wellcomm- assessment. Model talk routines 'Good morning, How are you.'</p>	<p>Trust. Join in learning rhymes, poems and songs (Christmas).</p>			<p>differences. Connect ideas.</p>	
<p>Personal, social and emotional Development supported by 3D PSHE program</p>	<p>Hygiene and toilet routines. Introduce to snack, fruit and milk. Healthy school dinners My body-how it works-exercise, warm up and physical. Year 6 buddies to support during lunchtime outdoor play.</p>	<p>Hygiene and toilet routines. Class routines for snack, fruit and milk. Healthy school dinner choices and how to eat with good manners. Develop lining up and queuing skills. My body-how it works-exercise, warm up and physical. Year 6 buddies to support during lunchtime outdoor</p>	<p>Hygiene and toilet routines. Class routines for snack, fruit and milk. Healthy school dinner choices and how to eat with good manners. Develop lining up and queuing skills. My body-how it works-exercise, warm up and physical. Year 6 buddies to support during lunchtime outdoor play. Travelling safely in their local environment. Health champions termly messages to support their overall health and wellbeing.</p>	<p>Hygiene and toilet routines. Class routines for snack, fruit and milk. Healthy school dinner choices and how to eat with good manners. Develop lining up and queuing skills. My body-how it works-exercise, warm up and physical. Year 6 buddies to support during lunchtime outdoor play. Travelling safely in their local environment. Health champions termly messages to support their overall health and wellbeing.</p>	<p>Hygiene and toilet routines. Class routines for snack, fruit and milk. Healthy school dinner choices and how to eat with good manners. Develop lining up and queuing skills. My body-how it works-exercise, warm up and physical. Year 6 buddies to support during lunchtime outdoor play. Travelling safely in their local environment.</p>	<p>Hygiene and toilet routines. Class routines for snack, fruit and milk. Healthy school dinner choices and how to eat with good manners. Develop lining up and queuing skills. My body-how it works-exercise, warm up and physical. Year 6 buddies to support during lunchtime outdoor play. Travelling safely in their local environment. Health champions termly messages to support their overall health and wellbeing.</p>

		play.Travelling safely in their local environment. Health champions termly messages to support their overall health and wellbeing.			Health champions termly messages to support their overall health and wellbeing.	
Physical Development	Fine Motor- daily opportunities Pencil control. Playdough and tools . Threading. Cutting. Tweezers. paintbrushes/ pencils. Range of construction toys using gross motor movements. Letter formation linked to R.W.I. Knives,forks and spoon at lunchtimes. Outdoor Sand kitchen/ digging trough. Changing for PE and shoes/socks.	Fine Motor - daily opportunities Pencil control.Playdough and tools .Threading. Cutting. Tweezers. Lego.Christmas crafts. Use of magnet kits.Torches. Structured draw,write and copy tasks. Teach and reinforce correct letter formation.Zips on coats. Changing for PE and shoes/socks.	Fine Motor- daily opportunities Pencil control.Playdough and tools. Threading.Cutting.Weaving. Forming correct letters. Tweezers sorting loose parts. Free drawing. Construction linked to familiar (house) tools. Changing for PE and shoes/socks.	Fine Motor - daily opportunities Pencil control.Threading.Cutting.Playdough and tools.Wider range of paint brushes. Form recognisable letters. Changing for PE and shoes/socks.	Fine Motor - daily opportunities Cutting.Weaving Playdough and tools .Smaller tweezers. Minibeasts.Planting bulbs/ seeds/ using tools. Letter formation developed continually. Cut along straight lines,circles and curved lines. Clay work tools. Changing for PE and shoes/socks.	Fine Motor - daily opportunities Threading.Cutting. Weaving. Form letters correctly. Make more detailed drawing of animals. Colour inside lines. Smaller linking blocks. Clay work tools. Changing for PE and shoes/socks.

Physical Development - Get Set PE	Introduction to PE Unit 1 Fundamentals Unit 1	Introduction to PE Unit 2 Fundamentals Unit 2	Dance Unit 1 Ball Skills Unit 1	Gymnastics Unit 1 Games Unit 1	Dance Unit 2 Ball Skills Unit 2	Gymnastics Unit 2 Games Unit 2
English	Following school Read, Write Inc Phonics program	Following school Read, Write Inc phonics programme	Following school Read, Write Inc phonics programme	Following school Read, Write Inc phonics programme	Following school Read, Write Inc phonics programme	Following school Read, Write Inc phonics programme
	Demonstrate what has been read to them. Retelling stories and narratives using their own words. Anticipate key events in stories. Use and understand newly introduced vocabulary. Write recognisable letters with some lowercase letters formed correctly. Read individual letters by saying the sounds for them. Blend sounds into	Demonstrate what has been read to them. Retelling stories and narratives using their own words. Anticipate key events in stories. Use and understand newly introduced vocabulary. Write recognisable letters, most of which are correctly formed. Read individual letters by saying the sounds for them.	Demonstrate an understanding of what has been read to them by retelling the story in their own narratives and with their own words. Write recognisable letters, learn to form some both lower and upper case letters correctly. Use and understand new vocabulary. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up words with known letter-sound correspondences and where necessary, a few common exception words. Spell words by identifying the initial	Demonstrate an understanding of what has been read to them by retelling the story in their own narratives and with their own words. Write recognisable letters, most of which are correctly formed (both UC and LC). Use and understand new vocabulary. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up words with known letter-sound correspondences and where necessary, a few common exception words. Spell words by identifying the sounds and then writing the sound/letters. Write short sentences with words known as letter-sound correspondences.	Demonstrate an understanding of what has been read to them by retelling the story in their own narratives and with their own words. Write recognisable letters, most of which are correctly formed Use and understand newly introduced vocabulary. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write	Demonstrate an understanding of what has been read to them by retelling the story in their own narratives and with their own words. Write recognisable letters, most of which are correctly formed. Use and understand newly introduced vocabulary. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Write short sentences with words known as letter-sound correspondences.. Re-read what they have

	words linked also with RWI.	Blend sounds into words linked also with RWI. Form most lowercase letters correctly. Start to read a few common exception words.	sounds first and then writing the sound/letters. Write short sentences.		short sentences with words known as letter-sound correspondences. Re-read what they have written to check it makes sense.	written to check it makes sense.
Maths (Mastering Number)	Numberblocks supported	Numberblocks supported	Numberblocks supported	Numberblocks supported	Numberblocks supported	Numberblocks supported
	Baseline Assessments Subtising Counting, cardinality and ordinality Composition Comparison Numbers 1-5 Count objects, recognise the number, number formation. Count out objects from a larger group Just like me! Pupils will build on previous experiences of number from their home and pre-school environments, and further	Counting, cardinality and ordinality Comparison Composition Counting, cardinality and ordinality It's me 1, 2, 3! Light & dark Pupils will build on previous experiences of number from their home and pre-school environments, and further develop their subtising and counting skills. They will explore the composition	Subitising Counting, cardinality and ordinality Composition Comparison Alive in 5! Pupils will continue to develop their subtising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.	Counting, cardinality and ordinality Comparison Composition Composition Composition Growing 6, 7, 8 Building 9 & 10 Pupils will continue to develop their subtising and counting skills and explore the composition of numbers within and beyond 5. They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. They will begin to connect quantities to numerals.	Cardinality, ordinality and counting Subitising Composition Composition Comparison Phase 7 to 20 and Beyond Phase 8 First, Then, Now Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.	Subitising on the rekenrek Understanding of the numbers to 10 Automatic recall Patterns within numbers to 10 Counting beyond 20 Comparrison Phase 9 Find my pattern phase 10 On the Move Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. They will secure knowledge of number facts through varied practice.

	develop their subitising and counting skills. They will explore the composition of numbers within 5. They will begin to compare sets of objects and use the language of comparison.	of numbers within 5. They will begin to compare sets of objects and use the language of comparison.				
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<p>Understanding the world -</p>	<p>Talk about ourselves - similarities, differences in new class, hair colour/skin types. Draw attention to new immediate environment - classroom area in and outdoors. Introduce senses and how and why we use them. Harvest festival compare in other countries. Divali and the Hindu culture, What is Divali? How do they prepare? What do they remember during this time?- Rama and Sita- good over evil. Prepare the domestic role play to reflect this festival- compare with other festivals e.g Christmas and Eid. Focus on seasons and signs of autumn approaching-</p>	<p>Where do we live? local area? Nationally? Map and landmarks in our area.Create and follow map to post letters to Father Christmas. Introduce Globe - planet earth extend to other planets, why we can live on Earth/contrastin g. No gravity in space - magnets (Earth as magnet) Exploring magnets. Look at range of nocturnal animals, fox, badger, bats, other owls etc. Owl and Hawk trust visit. "Are all owls nocturnal?" Explore torches, shadow puppets/play. Light colour/mixing transparent, translucent opaque</p>	<p>Houses and homes around the world. Compare natural and man made materials for houses. Create story maps for 3 little pigs. Using texts, video clip etc. Explore polar habitats. Why a polar bear and penguin would never meet. Inuit people - lives. Compare polar regions with our environment using texts, video clips. Compare life in China, similarities/differences. Compare size China/UK. Geographical and population. Explore Chinese culture - food, music, dance, red, fish etc. China role play. Why and how people celebrate Chinese new year. Explore Panda's (small world) endangered species, why?</p>	<p>Find oceans/seas on Globe. Compare sea creatures, fish and mammals (whales). Think about different tyoes of fish and sea life- similarities and differences. Link to children's pets as some may have fish too. Titanic- Act outdoor role play. Look at a black and white photo, artefacts, menus. Telegraph machine. Clothes 1912. Rich and poor in the past. Name historical character Captain Smith, Lord and Lady Astor. Plot Titanic journey on Globe. Changes in seasons- Signs of spring in wild area, buds draw trees, park visit. look at flowers starting to grow- crocus, daffodil and identify parts - think about /identify where some flowers come from - find on map. Role play outside florists. Easter tray. Christian symbols.Easter around the world.</p>	<p>Continue growing and changing to include life cycles etc..where do vegetables grow? Frogs growing/changing (amphibians lifecycle) contrast - How we grow and change. Human lifecycle. Babies. Visit parts of the world. My history how I have changed - baby photos. My family changes. Minibeast hunt in wildlife area, comparing/contras t- which is an insect. Draw minibeasts we have found. ZOO2U visit. Contrast minibeasts from jungle rainforests. Look at map of Africa. Find jungle/desert- contrast. Explore the animals that live there. Role play vets - also link to animals that we have as pets as</p>	<p>Shaw 100 years ago- photos for discussion. Introduce Rev. Salts- Who was he? Explore household artefacts from the past, 100 years ago. Put objects in role play such as wash board, washing dollies, carpet beater etc for children to experience using in the home and to think about what life was like at that time. Bears in different countries. Alternative to bear hunt setting. Teddy bears picnics- link with holidays. Where might you go on holiday? Use globe, ch own experiences and knowledge of countries to suggest places to visit. Who are special people? Who helps us? Link Burglar Bill, Goldilocks entering Bears House- police and Firefighter visit.</p>
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	what can they see, hear and feel whilst outside exploring school grounds for signs of autumn.	(investigative area). Exploring different rocks - link moon rocks. Halloween festival, how we celebrate? Why we have bonfire night, guy fawkes story, act out. Compare light sources. Fire in dark cave. Guy Fawkes lamp. Seasons link to Park visit to observe our natural world. Effect of changing seasons e.g leaves falling, dark nights			some children may have spiders etc. Observe caterpillars growing and changing into butterflies in the classroom environment investigation area- release when ready. Baby visit- Baby clinic set up in role play and make additions in home corner to reflect a baby in the home e.g cot, high chair etc.	
Religious Education	Which stories are special and why?	Why do Christians celebrate Christmas?	Which times are special and why	Why are some places special? Why is Easter important for Christians	What is special about our wonderful World? Why do Muslims celebrate Eid-ul-Futr?	Who are special People?
Expressive Arts and Design	Music session delivered by Miss Davies- Oldham Music Centre. Listening games,	Music - Mrs.Brown. Listen to space, moon walk music with no	Music - Mrs Brown. Constructions houses/shelter in and outdoors. Role play building site outdoors.	Music - Miss Davies- Oldham Music Centre. Titanic (outdoors). Pastels to draw shells. Painting fish. Sea scapes. Wax resist sea shapes. Whale dance movements.	Music- Miss Davies- Oldham Music Centre. African music, drum rhythms.	Music - Miss Davies- Oldham Music Centre. Teddy bear picnic song. Grizzly bear dance. Music 100 years ago.

	<p>introducing handling and naming instruments. Sticky kids movement programme. Learn harvest song- Big Red Combine Harvester. Dances and compositions including Divali dancing. Art- Divali fireworks and dressing up in Role play. Draw themselves and family. Use stones to create family pictures. Observation of Pets- part of our family. Autumn leaves explore colour change. Draw emotions/feelings, faces. Flowers as observational art for Divali. Emotion puppets. Acting out story with puppets. Negotiate roles in play.</p>	<p>gravity, star dances. Night time sounds. Recreate with instruments. Nocturnal animal movement sequences. Learn/perform Christmas songs/dance. Colour mixing. Owl pictures - calendars. Use stones to create family pictures. Autumn leaves explore colour change. Build rockets. Aliens. Use tapes/glue. Natural materials. Role play. Space rocket. Acting out class story with puppets/masks. Role play dressing up - Room on a Broom and astronauts.</p>	<p>Role play indoors China house. Acting out New year story / puppets. Learn dragon, ribbon, fan dances. Explore Chinese music metallic sounds. Movement related to Chinese cooking in wok. Look at art from China. Brush painting/letters, blossom picture. Inuit music/art. Building large/small great wall.</p>	<p>Faberge inspiration painted eggs. Learn to dance, jog/waltz as on Titanic. Observational painting flowers. Role play florists.</p>	<p>African art. Make traditional African masks. Minibeast sculptures. Matisse snail as inspiration. Minibeast painting. Role play vets and baby clinic.</p>	<p>Clay animal sculptures. Add artefacts to home corner to support imaginative play.</p>
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Outdoor role play shed	Beal Vale clothes shop	Builders	Travel agents	Florists	Vets	Goldilocks cottage
	Planning in the moment to follow childrens interests.	Planning in the moment to follow childrens interests.	Planning in the moment to follow childrens interests..	Planning in the moment to follow childrens interests..	Planning in the moment to follow childrens interests.	Planning in the moment to follow childrens interests.