

# Reception Long Term Plan 2023-2024

|                 | Literacy   | Mathematics   | Physical Development   | Communication and Language   | PSHE and RE   | Understanding the World  | Expressive Arts and Design  |
|-----------------|--|---|--|--|---|--|---|
| <b>Autumn 1</b> | Recognising and writing my name<br>Phonics Phase 2<br>Retell and Labels<br>Reading Skills; The Gingerbread Man, Rosie's Walk, A great big cuddle, Biscuit Bear, The Gingerbread Girl, Ninjabread Man.  | Number formation and recognition to 10<br>Subitising<br>Cardinality, ordinality and counting<br>Composition<br>Comparison<br>2D and 3D shapes | Me and Myself<br>Fine motor continuous throughout year         | Understand how to listen carefully and why it is important<br>Begin to listen attentively and begin to make relevant comments during whole class discussions and small group interactions<br>Listen carefully to rhymes and songs, paying attention to how they sound.<br>Begin to ask questions to find out more and to check they understand what has been said to them.<br>Listen to and follow instructions involving two parts.<br>Begin to engage in story time-joining in with refrains, noises etc. Describe events<br>Begin to develop social phrases<br>Begin to hold conversations with peers and adults.   | Self Regulation: My Feelings<br>Being Special: Where do we belong?                            | Past and Present – Me and my history<br>Natural World<br>-My body and food<br>-Seasons<br>Technology:<br>Computing Systems and Networks                  | Art<br>-Drawing Marvellous marks<br>Music<br>-Exploring Sound<br>DT- Hibernation Boxes                        |
| <b>Autumn 2</b> | Recognising and writing my name<br>Phonics Phase 2/3<br>Lists<br>Reading Skills: I'm going to eat this ant, Flashlight, Guess who's in the grass/sand/trees, The day the crayons quit, Lost and Found, Here we are.<br>Phonics Phase 3<br>Recount<br>Reading Skills: Naughty Bus, On the road with Mavis and Marge, You can't take an elephant on the bus, The train ride, everyone can learn to ride a bicycle, Flight School | Number formation and recognition to 20<br>Subitising<br>Cardinality, ordinality and counting<br>Composition<br>Measure                        | Movement Development<br>Fine motor continuous throughout year  | Listen attentively and respond to what they hear by recalling and repeating, making relevant comments and actions when being read to and during whole class discussions and small group interactions.<br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br>Listen carefully to stories and rhymes and join in with these.<br>Ask questions to find out more and to check they understand what has been said to them.<br>Begin to retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br>Describe events in some detail<br>Continue to develop social phrases<br>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.<br>Hold conversation when engaged in back and forth exchanges with their teacher and peers, starting to express opinions. | Building Relationships: Special relationships<br>Why is Christmas special for Christians?     | People, Communities and Cultures<br>– My Local Surroundings<br>Natural World<br>-Materials<br>-Seasons<br>Technology:<br>Programming-Instructions        | Art<br>-Painting and mixed media: Paint my world<br>Music<br>-Celebration music<br>DT – Sliding Santa Chimney |
| <b>Spring 1</b> | Phonics Phase 3<br>Recount<br>Reading Skills: Naughty Bus, On the road with Mavis and Marge, You can't take an elephant on the bus, The train ride, everyone can learn to ride a bicycle, Flight School  | Recognition beyond 20<br>Subitising<br>Cardinality, ordinality and counting<br>Composition<br>Position and Symmetry                           | Dance<br>Fine motor continuous throughout year                 | Listen attentively and respond to what they hear by recalling and repeating, making relevant comments and actions when being read to and during whole class discussions and small group interactions.<br>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.<br>Listen carefully to stories and rhymes and join in with these.<br>Ask questions to find out more and to check they understand what has been said to them.<br>Begin to retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br>Describe events in some detail<br>Continue to develop social phrases<br>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.<br>Hold conversation when engaged in back and forth exchanges with their teacher and peers, starting to express opinions. | Managing self: Taking on challenges<br>Why is the word 'God' so important to Christians?      | Past and Present<br>Mary Anning and Dinosaurs<br>Natural World<br>-Space and planets<br>-Seasons<br>Technology:<br>Exploring hardware                    | Art<br>Sculpture and 3D:Creation Station<br>Music<br>-Music and Movement<br>DT- Flower Threading              |
| <b>Spring 2</b> | Phonics Phase 4<br>Fiction<br>Reading Skills; The journey home, A great big cuddle, Hattie peck, Home, The way back home, Through the magic mirror.  | Recognition beyond 20<br>Subitising<br>Cardinality, ordinality and counting<br>Composition  | Throwing and Catching<br>Fine motor continuous throughout year | Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary and extend this by finding variations of vocabulary.<br>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.<br>Use new vocabulary from texts in different contexts and in their own stories and imaginative play<br>Describe events in some detail connecting one idea or action to another using a range of connectives<br>Articulate their ideas and thoughts in well-formed sentences<br>Participate in small group, class and 1to1 discussions, offering own ideas and opinions, using new vocabulary.   | Self Regulation: Listening and following instructions<br>Why is Easter special to Christians? | People and Communities and Cultures<br>-Comparing city and country life<br>Natural World<br>-Growing<br>-Seasons<br>Technology:<br>Programming Beebots   | Art<br>-Craft and design: Let's get crafty<br>Music<br>-Big band<br>DT- Hanging egg decorate                  |
| <b>Summer 1</b> | Phonics Phase 4<br>Fiction<br>Reading Skills; Silly doggy, Hello Kitty, Hairy Maclary, There was an old lady who swallowed a fly, Outside your window, Owl babies.   | Subitising<br>Cardinality, ordinality and counting<br>Composition<br>Money and Time   | Ball Skills<br>Fine motor continuous throughout year           | Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary and extend this by finding variations of vocabulary.<br>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.<br>Use new vocabulary from texts in different contexts and in their own stories and imaginative play<br>Describe events in some detail connecting one idea or action to another using a range of connectives<br>Articulate their ideas and thoughts in well-formed sentences<br>Participate in small group, class and 1to1 discussions, offering own ideas and opinions, using new vocabulary.   | Building relationships: My family and friends<br>What places are special and why?             | Past and Present<br>-Travel through time<br>Natural World<br>-Life cycles<br>-Seasons<br>Technology:<br>Data Handling                                    | Art<br>-Textiles: Bookmark<br>Music<br>-Musical Stories<br>DT – Design Rainbow Salad                          |
| <b>Summer 2</b> | Phonics Consolidation<br>Poster<br>Reading Skills, Supertato, Even superheroes have bad days, Super Duck, The gigantic turnip, Scaredy Squirrel, Frog is hero.   | Subitising<br>Cardinality, ordinality and counting<br>Composition<br>Sorting and Data/handling  | Fun and games<br>Fine motor continuous throughout year         | Listen and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary and extend this by finding variations of vocabulary.<br>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.<br>Use new vocabulary from texts in different contexts and in their own stories and imaginative play<br>Describe events in some detail connecting one idea or action to another using a range of connectives<br>Articulate their ideas and thoughts in well-formed sentences<br>Participate in small group, class and 1to1 discussions, offering own ideas and opinions, using new vocabulary.   | Managing self: My wellbeing<br>What time/stories are special and why?                         | People, Communities and Cultures<br>-Comparing Countries<br>Natural World<br>-Science Investigation Skills<br>-Seasons<br>Technology:<br>Digital imagery | Art<br>-Structures -Boats<br>Music<br>-Musical vocabulary<br>DT- Make Rainbow Salad                           |