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Pool Hayes Long Term Plan Reception 2023-2024

2022-2023	Autumn 1 (8wks) 04.09.23 - 27.10.23	Autumn 2 (7wks) 06.11.2023- 22.12.2023	Spring 1 (5wks) 08.01.24 - 09.02.24	Spring 2 19.02.24 - 22.03.24	Summer 1 (7wks) 08.04.24 - 24.04.24	Summer 2 (7wks) 03.06.24- 22.07.24
Topic	Marvellous Me Birthdays	Celebrations Diwali/Bonfire night	Winter	Spring/Animals	Superheroes/People who help us	All around the World
Focus Books	The Family Book Who Are You Funnybones What Makes Me a Me All Are Welcome	Pumpkin Soup Little Acorn We're Going on a Bear Hunt The Christmas Story Dipal's Diwali - Twinkl	Squirrels New Year's Resolution Here Comes Jack Frost	Jack and the Beanstalk Sam plants a Sunflower The Tiny Seed Mr Wolf's Pancakes Stick Man	Supertato Fred the Firefighter Cops and Robbers Daisy the Doctor	Commotion in the Ocean What a Waste
Reading Spine	Elmer On the Way Home The Rainbow Fish	The Gruffalo Farmer Duck	Six Dinner Sid Goodnight Moon	Handa's Hen Shhh!	Rosie's Walk Supertato	Mr Grumpy's Outing Whatever Next Aliens Love Underpants
Key Events	Settling into Reception Roald Dahl Day (13/09)	Bonfire Night (05/11) World Science Day (10/11) Diwali (13/11) Christmas Nativity (13/12)	Chinese/Lunar New Year (10/02)	Mother's day (10/03) Easter	St George's Day (23/4) Florence Nightingale's Birthday (9/5) World Bee Day (20/5)	Father's Day (16/6) Summer Welly Walk Graduation Ceremony Sports Day
Key Learning	Labelling body parts Learning new routines Who is in our families	Learning Autumn Months The Christmas Story	Signs of Winter Keeping Safe	Looking after animals Growing and Planting	Retelling and making own stories Who helps us	Comparing different places around the world. How have I changed?
PD	Revise and refine movements: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing. Progress towards a more fluent style of moving, with developing control and grace.	Building on balancing skills- gymnastics, dance, sports, swimming. Good posture for sitting.	Combine different movements with ease and fluency. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	Develop body strength. Develop ball skills- throwing, catching, kicking, passing, aiming, batting and aiming.	Develop confidence when engaging in physical activities. Develop handwriting style.	Negotiate space safely. Demonstrate strength, good balance and co-ordination. Hold a pencil using tripod grip. Use a range of small tools- scissors,



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						paintbrush, cutlery. Begin to show accuracy and care when drawing.
PSED	Identify their trusted adults and talk about members of their immediate family. Identify and moderate their own feelings socially and emotionally. Build constructive and respectful relationships with peers and adults.	Manage their own needs: - personal hygiene. See himself or herself as a valuable individual. Build constructive and respectful relationships.	Know and talk about keeping healthy overall. Show resilience and perseverance in the face of challenge. Think about the perspectives of others and understand people belong to different communities.	Show an understanding of their own feelings and those of others, and begin to regulate their behavior accordingly. Be confident to try new activities. Work and play cooperatively and take turns with others.	Set and work towards simple goals, explain the reasons for rules, know right from wrong and try to behave accordingly. Form positive attachments to adults and friendships with peers	Manage their own basic hygiene and personal needs. Show sensitivity to their own and to others' needs
CL	Understand how to listen carefully and why listening is important. Learn new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in story times.	Use new vocabulary through the day. What has been said to them. Describe events in some detail. Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Use new vocabulary in different Contexts. Listen carefully to rhymes and songs, paying attention to how they sound. Listen to and talk about stories to build familiarity and understanding.	Learn rhymes, poems and songs. Engage in non-fiction books. Retell the story, once they have developed a deep familiarity with the text: some as exact repetition and some in their own words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Make comments about what they have heard and ask questions to clarify their understanding Hold conversation. Offer explanations for why things might happen, making use of recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences.
Literacy	Read individual letters by saying sounds for them.	Blend sounds into words, so that they can read short words	Read a few common expectation words matched to the	Read simple phrases and sentences made up of words with	Form lower case and capital letters correctly. Spell	Retell stories and narratives using own



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		made up of known letter correspondence. Read some letter groups that represent one sound and say sound for them.	school's phonics program.	known letter sound correspondence and where necessary a few expectation words. Re-read these books to build confidence in word reading, their fluency, understanding and enjoyment.	words by identifying the sounds and then writing the sound with the letter/s. Write short sentences with known letter sound correspondences using a capital letter and full stop. Re-read what they have written to check if it makes sense.	words and taught vocabulary. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words and sentences consistent with their phonic knowledge by sound blending. Write and spell words most of which are correctly formed and can be read by others.
Mathematics	Numbers to 5 Comparing Groups within 5 3D/2D shapes	Change within 5 Number bonds to 5 Space	Numbers to 10 Comparing numbers to 10 Addition to 10 Measure (length, height and weight) Number bonds to 10	Number bonds to 10 Subtraction Exploring Patterns	Counting on and back Numbers to 20 Numerical Patterns	Shape (composing and decomposing shapes) Measure (volume and capacity) Sorting Time
UTW	HISTORY FOCUS SCIENCE FOCUS Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past. Describe people who are familiar to them.	HISTORY FOCUS Compare and contrast characters from stories, including figures from the past. Draw information from a simple map. Understand that some places are special to members of their community.	GEOGRAPHY FOCUS SCIENCE FOCUS Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Play and explore in all seasons/different weathers. Listen to sounds outside and	GEOGRAPHY FOCUS SCIENCE FOCUS Explore the natural world around them. Environments that are different to the one in which they live. Explore a range of materials, including natural materials. Make objects from different materials. Name and describe animals that live in different habitats. Describe different habitats.	HISTORY FOCUS SCIENCE FOCUS Talk about the lives of the people around them and their roles in society. Explore how to change how things work. Explore how the wind can move objects. Explore how objects move in water. Explore shadows and rainbows.	GEOGRAPHY FOCUS SCIENCE FOCUS Know some similarities and differences between different religious and cultural communities in this country. Recognise similarities and differences between the natural world around them and contrasting environments. Understand how to take care of themselves.



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			identify the source. Make sounds.			Learn about the Solar System, stars and space travel.
EAD	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses.	Watch and talk about dance and performance art, expressing their feelings and responses.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in groups.	Use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs.	Make use of props and materials when role-playing characters in narratives and stories. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
PSHE	<p>Safe Relationships Families and Friendship Who are our trusted adults? Discuss members of our immediate family and understand similarities/difference between my friends and me. Work and play cooperatively (taking turns and asking permission). Build constructive relationships with my peers and adults in school. Understand the Golden Rules.</p>	<p>Respecting Ourselves and Others Express our feelings and understand how I feel. What makes me happy, sad, angry or worried. Learn how to see themselves as valuable individuals and demonstrate resilience and perseverance, when being challenged. What makes you special? Compare similarities/differences between my peers and myself.</p>	<p>Belonging to a Community Understand some places are special to members of their community. Recognise different beliefs and different celebrations.</p>	<p>Media Literacy and Digital Resilience Keeping Safe How do we use the internet safely? Discuss sensible amounts of screen time. How can we keep safe in the sun, water, at home, outside the home? Who keeps us safe?</p>	<p>Money and Work Identify different jobs people do. What can we do with money? How do we spend money?</p>	<p>Growing and Changing Physical Health and Mental Wellbeing Manage my own personal hygiene. I know how to stay healthy. Identify different factors that support my overall health such as washing, cleaning teeth, eating healthy. How have I changed this year? How have I changed since I was a baby?</p>
RE (Special stories to be looked at	Being Special; Where do we belong?	Special Times; What times are special and why? (Part 1	Special people; which people are special and why?	Special Times; What times are special and	Special world; What is special about our world and why?	Special Places; What places are special and why?



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throughout the year)		Christmas/Diwali focus)		why? (Part 2 Easter, Vaisakhi, Eid Focus)		
RE	Children to bring their favourite story- one story a week					
Trips/Parent Workshops	Early Reading- Introduction to phonics	Early Mathematics	Early Writing	Inspire workshop	Visits from everyday heroes Little village trip	Graduation