



Reception Long Term Plan 2024-2025

k	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FOCUS	School routine All about me Autumn (outside)	Transport Christmas Winter (outside)	Animals from hot and cold countries	Planting, growth and change Easter Spring (outside)	Lifecycles	Seaside
I wonder questions	I wonder... what makes me, me?	I wonder... what journey I might go on?	I wonder...where animals come from?	I wonder...how things grow?	I wonder... how things change?	I wonder...what I will find?
Cultural capital	Our local area	Post office to post Christmas letters. St Mary's Church Train ride	Bus trip to Dukinfield Library	Acresfield Gardens	Acresfield Gardens (pond)	Lytham
Author of the half term	Rebecca Cobb	June Crebbin	Jessica Souhami	Michael Rosen	Eric Carle	Atinuke
Texts	Hello friend 	The train ride 	The leopards drum Blue Penguin  	Errol's garden 	Growing frogs 	Splash! 
Communication and Language	Understand how to listen carefully and know why listening is important	Use new vocabulary throughout the day	Listen to and talk about selective non-fiction	Describe events in some detail	Articulate their ideas and thoughts in well-formed sentences	Express their ideas and feelings using full sentences



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	<p>Learn new vocabulary</p> <p>Develop social phrases</p> <p>Engage in story times</p> <p>Learn rhymes and songs</p>	<p>Engage in non-fiction books</p> <p>Listen carefully to rhymes and songs</p> <p>Ask questions to find out more</p>	<p>Re-tell the story once they have developed a deep familiarity of the text</p>	<p>Use talk to help work out problems and organise thinking and activities</p> <p>Listen to and talk about stories to build familiarity and understanding</p>	<p>Connect one idea or action to another using a range of connectives</p>	<p>Offer explanations for why things might happen</p>
Physical Development	<p>Revise and refine the fundamental movement skills</p> <p>Develop their small motor skills</p> <p>Use their core muscle strength</p> <p>Develop the skills they need to manage the school day successfully</p>	<p>Revise and refine the fundamental movement skills</p> <p>Develop confidence, competence, precision, and accuracy when engaging in activities with a ball</p>	<p>Revise and refine the fundamental movement skills</p> <p>Combine different movements with ease and fluency</p> <p>Develop the overall body strength, balance and agility</p>	<p>Confidently and safely use a range of small and large apparatus</p> <p>Further develop and refine a range of ball skills</p>	<p>Progress to a more fluent style of moving with developing control and grace</p>	<p>Hold a pencil effectively using the tripod grip</p>
PSED	<p>Manage their own needs</p> <p>Build constructive and respectful relationships</p> <p>Know and talk about different factors that support their overall health and wellbeing</p>	<p>Express their feelings and consider the feelings of others</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>See themselves as a valuable individual</p>	<p>Show resilience and perseverance in the face of challenge</p>	<p>Think about the perspective of others</p>	<p>Work and play cooperatively and take turns</p>	<p>Give focused attention to what the teacher says and following instructions involving several actions</p>
Literacy (reading and Writing) (See also RWI and CLPE Power of Reading planning)	<p>Read individual letters by saying the sounds for them</p> <p>Blend sounds into words so that they can read short words</p> <p>Form lower case letters correctly</p>	<p>Read some letter groups which represent one sound and say some sounds</p>	<p>Read a few common exception words matched to the school's phonics programme</p> <p>Spell words by identifying the sounds and then writing the sounds with letters</p>	<p>Read simple phrases and sentences made up of words with known letter sounds correspondences</p> <p>Re-read books to build up their confidence in word reading, fluency and understanding</p>	<p>Write short sentences with words with known sound letter correspondences using a capital letter and a full stop</p> <p>Re-read what they have written to check that it makes sense</p>	<p>Retell a story in your own words</p> <p>To know RWI set 1 and set 2 sounds</p>



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Mathematics (See mastering number plan)						
RE (See separate SACRE planning)	Which people are special and why?	Which stories are special and why?	Which places are special and why?	Which times are special and why?	Where do we belong?	What is special about our world?
Understanding the World	<p>Talk about members of the immediate family and their community</p> <p>Name a describe people who are familiar to them</p> <p>Recognise that people have different beliefs</p> <p>Exploring the natural world around them</p> <p>Describe what the see, hear and feel outside</p>	<p>Draw information from a simple map</p> <p>Understand the effect of changing seasons on the natural world around them</p>	<p>Recognise some similarities and differences between life in this country and other countries</p> <p>Understand that some places are special to some members of their community</p> <p>Recognise some environments that are different from the one they live in</p>	<p>Understand the effect of changing seasons on the natural world around them</p> <p>Compare and contrast characters from stories including figures from the past</p> <p>Plant seeds and care for growing plants. Identify 4 things that a plant needs to help it grow</p>	<p>Comment on images of familiar situations in the past</p> <p>Understand the key features of a life cycle and identify 4 stages</p>	<p>Talk about the lives of the people around them and their roles in society</p> <p>Explore the world making observations and drawing pictures of animals and plants</p>
Expressive Arts and Design	<p>Create collaboratively sharing ideas resources and skills.</p> <p>Explore and engage in music making and dance</p>	<p>Explore and engage in music making and dance</p> <p>Sing in a group or on their own</p>	<p>Develop story lines in their pretend play</p> <p>Watch and talk about dance and performance art</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p>	<p>Explain the process and how they have done something</p> <p>Invent and create own stories</p>