**Reception 2023-24 Long term plan**

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| **Reception** | **Autumn 1 Science** | **Autumn 2**  **History** | **Spring 1**  **Science** | **Spring 2**  **Geography** | **Summer 1**  **Science** | **Summer 2** |
| **Focus** | Humans | Changes: My Family | Animals exc Humans | Hyde (The Local Area) | Living Things and Their Habitats | Creative Arts |
| **Theme** | All About Me | People Who Help Us | Under the Sea  Pirates | Vehicles  Buildings and Construction | In the Garden/Minibeasts | Space |
| **Science** | * Children can describe themselves, family, friends and community. * Children can create pictures of themselves, family, friends and community and their distinguishing features. * Children can talk about what they see when using a mirror. * Children can compare hand, foot and fingerprints and talk about how they are different. * Children can talk about the different factors that support their overall health and well-being: regular exercise, healthy eating, tooth brushing, having sensible amounts of ‘screen time’ and having a good sleep routine.. * Can compare hand, foot and finger prints and talk about how they are different. * Can talk about personal care (hygiene and health), how they look after themselves and how others look after them. | * Children can talk about the different professionals that help to keep us healthy. * Children can talk about the different members of their family and their roles. * Children can match photos of themselves as babies and now. | * Explore floating and sinking, and talk about how they changed objects to make them float or sink. * To be able to name and describe animals that live under the sea. * To be able to sort animals that live under the sea and those that live in other habitats. * Children can describe habitats and identify the key features. * Make pirate ships from a range of materials – including natural materials and identify key features that are needed. * Can talk about the key features of a material and why it is suited for its purpose. | * Children can name and describe materials when building models of buildings and vehicles. * Children can talk about the materials they explore, using their senses. * Children understand the importance of reusing materials and how this impacts the natural world. * Testing how toy vehicles move down ramps and how they can change the speed/movement. | * Look for plants and animals in the school grounds. * Children can match the minibeasts they find to photographs that identify them. * Name and describe plants and animals they find in the school grounds. * Learn how to take care of the environment, plants and animals and not to damage or harm them. * Children can use their senses when touching and smelling plants and discuss their findings. * Children can accurately use vocabulary such as:   plant, tree, bush, flower, vegetable, herb, weed, animal, some names of common plants, animal names. | * Children can identify the Sun, Moon and stars and talk about how they are different from Earth. * Children can identify differences between day and night. * Children can describe the movement of falling objects. * Children can talk about some differences between being on Earth and travelling in space |
| **History** | Opportunities to discuss life before starting school.  What was your nursery like? | * Children understand the different stages of life they have experienced and be able to sequence events from being a baby, toddler, child. * Children can talk about what their family was like before they were born and the way their family has changed. |  | Opportunities to talk about the places they have visited in the local area in the past. Have they visited anywhere that is different to our local area? | Talk about different experiences in the past, have they found or seen minibeasts before? | Use the ‘Little People, Big Dreams – Neil Armstrong’ book to discuss the first man on the moon. |
| **Geog** | Opportunities to discuss the senses we naturally use whilst outdoors/indoors. Which body parts we use for these senses? | Do any of us have family members that do not live close by? Where do they live? | Looking at different oceans/seas on the class world map – do different animals live in different places around the world? Research using non-fiction books and the internet.  Pirate treasure hunt on our school grounds, following a simple map. | * Children know that our school is located in a town called Hyde. * Children can talk about some of the key features of our local area. * Use Google Earth and maps to locate key features of our local area. * Draw simple maps of our local area. * Compare how our local area is different to another environment (Forest - use Eco Girl book). | Create a map of the school grounds showing where they found different minibeasts.  Use aerial shots of the school grounds to describe the locations of different plants and minibeasts. |  |
| **Art** | Self-portraits | Draw a family portrait  Make a family tree.  Arts week – Portraiture | Create an underwater scene – What would you see if you looked into Billy’s Bucket? Experiment using different mediums – oil pastels/water colours. | Arts week – landscapes | Sculptures of minibeasts  Observational drawings of plants and animals | Arts week – Animals and Habitats  Junk modelling of rockets and spaceships, helmets, etc.  Expressive dance – Like an astronaut.  Wax resist space pictures  Performing space poetry |
| **DT** | Food technology – prepare and taste healthy foods. (Fruit kebabs).  Make binoculars to use outdoors when discussing senses. | Make tools that can be used in our role play areas – large scale fire engines, police cars, doctors stethoscopes, ladders, etc.  Food technology – preparing a tea party for our family. | Build a pirate ship. | Constructing buildings and vehicles using junk modelling materials. | Make a minibeast hotel for our school grounds.  Food technology – preparing the food that we grow. | Make rockets, spaceships and helmets.  Paper mache models of planets/the sun. |
| **Music/**  **Dance** | Charanga - Me! | Charanga – My Stories | Charanga – Everyone! | Charanga – Our World | Charanga – Big Bear Funk | Charanga - Reflect, Rewind and Replay |
| **Comp** |  | | | | | |
| **RE** | Which stories are special and why? | | Which people are special and why? | | What is special about our world and why? | |
| **P.E** | Agility, balance and coordination | Gymnastics | Skill development | FMS – Multisport activities | Ball skills | FMS – Multisport activities |
| **PSHE** | Me and My Relationships | Valuing Difference | Keeping Safe | Rights and Respect | Being My Best | Growing and Changing |
| **Character Development:**  **Key Qualities/**  **Skills** | Self-regulation.  Investigation and exploration.  Perseverance. | Motivation.  Self-belief. | A sense of justice.  Generosity. | Confidence.  Dedication.  Sense of belonging. | Dedication.  Motivation. | Honesty.  Generosity. |
| **Opportunities for outdoor learning/FS** | Take part in activities outdoors that will help to keep us healthy – exercise.  What senses do we use whilst outdoors? What can you feel, hear, see, smell? | Explore the outdoors and notice and understand some important processes and changes in the natural world around them – what happens in autumn? What changes can you see outdoors?  Autumn hunt  Leaf rubbings  Making habitats for animals | Pirate treasure hunt on our school grounds, following a simple map. | Large scale den building outdoors & construction area. Using loose parts – vehicles and buildings. | Visit to a contrasting environment – woods/forest. Are the plants and animals the same?  Tending to the school grounds. | Using large materials (boxes, etc) to build space rockets outdoors. |
| **Community Links:**  **Opportunities/Experiences/**  **Visits/Visitors** | Visit from a health care professional (parents?) | People who help us – firefighters, police officers, lollipop person  Family tea party at the end of term. | Immersive classroom – under the sea  Pirate Day | A walk around the local area  Using Google Earth to explore how our town is different to other towns/places around the world  Immersive classroom – A bus journey  Immersive classroom – visiting a construction site and motorway (What vehicles can we see?). | Minibeast visit – Safari Phil  Ugly Bug Ball | Immersive classroom – Space  End of Reception year celebration event |
| **Cultural Links** | Health care | Looking after others – our families/babies. | Zoos and aquariums | Travel | Caring for the environment – growing our own plants and building habitats for minibeasts. |  |
| **STEM Links/Career Links** | Dentist, doctor, nurse, optician, school cook | Police officer, fire fighter, librarian, lollipop person | Aquarium worker, fisherman. | Builders, mechanics, engineers, train drivers, pilots | Gardener, environmentalist, bee keeper, Safari Phil | Astronauts |
| **Oracy** | Talk about the different factors that support their overall health and wellbeing.  Talk about the similarities and differences between them and their friends/family members/teachers. | Talk about the different people who help us and how they can help us.  Explain our family tree and be able to talk about how their family is different to a friend’s family. | Children can use their knowledge of animals and habitats to orally tell their own stories in the style of Billy’s Bucket. | Children can verbalise where they live and discuss the key features of the local area.  Children can explain the processes and reasoning behind their construction.  Children can orally compare the differences between their local area and a contrasting environment – from the story. | Children can explain how to care for the environment and why it is important.  They can accurately use names of plants and animals they find and describe them. | The children can talk through the process of making their own rockets and other space themed creations, explaining how they attached materials together, their uses and the reasoning behind their choices. |
| **Quality texts** | I Like Bees, I Don’t Like Honey – Sam Bishop  Jabari Tries – Gaia Cornwall (CLPE text) | So Much – Trish Cooke | Billy’s Bucket – Kes Grey  Hooray for Fish – Lucy Cousins | The Naughty Bus – Jan and Jerry Oke  Eco Girl – Ken Wilson Max | Argh! Spider – Lydia Monks  Bloom – Anne Booth | Astro Girl – Ken Wilson-Max |