Reception Long Term Plan 2023/2024

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|  | | **Term 1**  It’s Good to be Me | **Term 2**  Changes | **Term 3**  The amazing world around us | **Term 4**  Go on an adventure! | **Term 5**  Let’s watch it grow | **Term 6**  The Great Outdoors |
| **Key Texts** | | Peace at last - - **Jill Murphy**  The Gingerbread Man | The Leaf Theif – **Alice Hemming & Nicola Slater**  Stickman – ***Julia Donaldson*** | The Three Billy Goats Gruff  The Gruffalo – ***Julia Donaldson*** | How to Catch a Star – ***Oliver Jeffers***  Poles Apart – ***Jeanne Willis*** | The Extraordinary Gardner – **Sam Boughton**  The Enormous Turnip | What the Ladybird Heard – ***Julia Donaldson***  Tad – **Benji Davies** |
| **Key Themes** | | All about me, my family, houses and homes, Harvest and celebrations. | Weather, seasonal changes, changes in matter and celebrations. | The world around us | Animals and growing | Plants and flowers | Comparing creatures and changes, mini-beasts and life cycles |
| **Festivals and experiences** | | Harvest  Exploring school grounds  When I grow up (display)  My family tree (display) | Diwali – Rangoli shape paint printing (display)  Bonfire Night – Toasting apples  Christmas Production  Remembrance – Creating poppies (display) | Pancake Day – Making pancakes  Chinese New Year – Making Spring roll making and Dragon dance  Valentines Day – card making | Easter  Chick hatching  Red nose day  World Book Day | Planting seeds and observing growth | Ladybird life cycles |
| **Parental involvement** | | Phonics Workshop  Reading for pleasure workshop |  | Reading book workshop | Maths workshop |  | Reception showcase |
| **Trips, Visitors & Worshops** | | Police visit – Why are they important? | Pantomime Trip  Fire Safety visit | Trip to Lidl (shopping for spring roll ingredients)  Nurse visit | Storytelling class workshop | Trip to Roves Farm |  |
| **Key skills that will be taught to support each area of learning** | | | | | | | |
| **Communication and Language Development** | | The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. All children will have extensive opportunities to engage in quality conversations with both adults and peers throughout the day in a language-rich environment. High-quality interactions between adults and children and between peers will support the development of all children’s communication and language. All children will be immersed in high quality texts where adults will read frequently to children, and engage them actively in stories, non-fiction, rhymes and poems, and provide them with extensive opportunities to use and embed new words in a range of contexts. | | | | | |
| **Personal, Social and Emotional Development**  *At GHS, we use Jigsaw to support our teaching of PSED.* | | Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Strong, warm and supportive relationships with the adults in the setting will enable the children to learn how to understand their own feelings and those of others. Children will be supported in managing emotions, developing a positive sense of self, setting themselves simple goals and having confidence in their own abilities. Through adult modelling and guidance, children will learn how to look after their bodies, including healthy eating, and managing personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform for all children so that they can achieve at school and in later life. | | | | | |
| Welcome to school, CARE VALUES, values, class rules, establishing routines, forming new relationships | **Jigsaw – Being Me in My world**  Respectful friendships / being safe  How can we make other people feel welcome? | **Jigsaw – Dreams and Goals**  Mental well being  What does it mean to feel proud? | **Jigsaw – Healthy me**  Physical health and fitness / healthy eating.  How do we stay healthy and safe? | **Jigsaw – Relationships**  How do we stop ourselves from being lonely? | **Jigsaw – Changing me**  Changing bodies / caring friendships.  How do we feel when changes happen? |
| **Physical Development** |  | Children will take part in the ‘Squiggle whilst you wiggle’ programme and ‘Dough Disco’ throughout the year to support the development of both gross and fine motor skills. All children will be immersed in opportunities to develop both their fine and gross motor skills through high quality resources and activities in our inside and outside environments. Activities that enable children to make progress in cutting, threading, pencil grip and letter formation will be planned for using our SBI progression of skills documents. | | | | | |
| **Fine motor** | Develop fine motor through group Dough Disco sessions and fine motor morning activities. | Develop fine motor through group Dough Disco sessions and fine motor morning activities | Some fine motor tasks during whole class morning activites. | Introduce handwriting sessions through early morning tasks. | Handwriting sessions through early morning tasks. | Handwriting sessions through early morning tasks. |
| **Gross motor** | Planned sessions using trim trail for gross motor development.  Help individual children to develop good personal hygiene.  Set routines for handwashing, hygiene and toileting.  Playing a range of cooperation games (parachute, pass the ball circle games, etc) | .Planned sessions using trim trail for gross motor development.  Ball skills- throwing and catching.  Crates play- climbing. Skipping ropes in outside area  Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.  Two-wheeled balance bikes and scooters. | Planned sessions using trim trail for gross motor development.  Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting and aiming.  Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. | Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking  Ensure that spaces are accessible to children with varying confidence levels, skills and needs.  Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics/ Balance | Obstacle activities children moving over, under, through and around equipment  Encourage children to be highly active and get out of breath several times every day.  Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music | Races / team games involving gross motor movements dance related activities. |
| **Phonics and Early Reading**  *We follow the Little Wandle Programme from the first full week in Reception. Chln in reception will begin group reading sessions in Autumn 2 if they are ready and blending securely).* | | All children will have exposure to and opportunity to learn a variety of high-quality texts, poems and songs by heart. See school reading spine. The learning environment will promote a love of reading and encourage all children to explore a range of texts through their play. | | | | | |
| **Phase 2 graphemes:**  s a t p i n m d g o c k ck e u r h b f l  **Tricky words:**  Is, I, the | **Phase 2 graphemes:**  ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending –s /z/ (his) and with –s /z/ added at the end (bags)  **Tricky words:**  put\* pull\* full\* as and has his her go no to into she push\* he of we me be | **Phase 3 graphemes:**  ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words  **Tricky words:**  was you they my by all are sure pure | **Phase 3 graphemes:**  Review Phase 3 • longer words, including those with double letters • words with –s /z/ in the middle • words with –es /z/ at the end • words with –s /s/ and /z/ at the end  **Tricky words:**  Review all taught so far | **Phase 4**  Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –est  **Tricky words:**  said so have like some come love do were here little says there when what one out today | **Phase 4**  Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suffixes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words and compound words  **Tricky words:**  Review all taught so far |
| **Writing**  *Children’s writing skills will work hand in hand with the development of fine motor skills.* | | Learning to write own first names.  Exploration of mark making and early stages of letter formation.  Ascribing meaning to marks being made.  Writing graphemes to match initial sounds | Letter formation, writing simple 2 and 3 letter words (e.g. it, or cat)  Spelling some phase 2 tricky words (e.g. to, the, into, I , no , go) | Letter formation, writing labels and two word phrases.  Writing a simple sentence (e.g. He ran.)  Spelling phase 2/3 tricky words. | Letter formation, writing simple captions and short sentences (e.g. a big cat, or, I can see a cat)  Spelling some phase 3 tricky words (e.g. you, my, by, was) | Writing simple sentences using capital letters, finger spaces and full stops. Continuing to develop correct letter formation.  Spelling phase 3 tricky words. | Writing sentences to form simple instructions and short narratives. Continuing to develop correct letter formation.  Spelling phase 4 tricky words. |
| **Understanding the World** | **Welly walks** | KQ – What can you see?  Observations of immediate environment – Tour of school | KQ – What do you notice? What has changed?  Observe seasonal changes (Autumn) and weather through wind turbines and chimes  Explain and describe the natural world  Create rubbings and drawings of autumnal leaves | KQ – How do we get there?  Mapping routes to a destination using photos taken along route.  KQ – What do you notice? What has changed?  Observe seasonal changes (winter) and weather through ice | KQ – What is different? What is the same?  Identify seasonal changes (Spring) and weather  Drawing/painting blossom on trees | KQ – What is a plant?  Observing plant and flowers in the immediate environment – drawing plants and flowers | KQ – What is different? What is the same?  Identify seasonal changes (Summer) and weather through shadow drawing |
| **People, Culture and communities** | KQ – What is a family?  Discuss who is in their family and what experiences they have shared with their families  Discuss different family dynamics  Create a family tree (display)  KQ – What makes me a me?  Show an interest in different occupations – Links to lifting the limits  Identify members of their family and community, including trusted adults in school  Identify an aspiration by exploring what children want to be when they grow up (display) | Learn about different religions, festivals and traditions – The festival of light story and rangoli patterns  Learn about the story of Christmas and how it is celebrated around the world  Identify the importance of fire safety and firefighters to the community | KQ – What do other people celebrate?  Explore why we celebrate pancake day  Learn about the story behind the Chinese Zodiac  Explore traditions of Chinese New Year  Explore how Valentine’s day is celebrated around the world.  Identify the importance of nurses and doctors and how they help us | Read about significant individuals and various diverse texts  Easter story and traditions | KQ – How do other people celebrate?  Learn about Eid and how it is celebrated sharing own experiences if child has celebrated it  Read about significant individuals and various diverse texts | Read about significant individuals and various diverse texts |
| **Science** | KQ – What happens when we combine materials?  Observing and talking about the change in matter (baking gingerbread men) | KQ – What causes some materials to change?  Observing and talking about the change in matter (toasting toffee apples).  Exploring autumnal changes in the environment  Identify ways in which we must keep ourselves safe from fire | KQ – How can we change materials using our senses?  Observe changes that occur through cooking (spring rolls)  Identify how seasons have changed (winter)  Combining scents and colours to water (making potions) | KQ – What happens to animals when they grow?  Observing and talking about the changes in animals and experiencing growth  Keeping record by drawing pictures to document growth  Identify how seasons have changed (Spring) | KQ – How does a plant grow?  Observe changes and growth in plants  Keeping record by drawing pictures to document growth  Observing the world around us through drawings and marks | KQ – What is an insect? What is a minibeast?  Identify how the seasons have changed (Summer)  Observe similarities and differences between different minibeasts  Observe changes and growth in ladybirds and frogs |
| **Past and Present** |  | KQ – Why do we celebrate?  Learn about a story from the past – Guy Fawkes and why we celebrate Bonfire Night  Learn about the story of Remembrance day and the the importance of keeping past events in our memories (Cbeebies poppy animation) | KQ – What did I notice?  Explore objects and pictures from the past and compare to the present  Explore stories that have occurred in the past | KQ – How will we/they get there?  Explore transport and compare pictures from the past  Explore stories that have occurred in the past (Famous explorers) | KQ – What did is the same? What is different?  Observe and match everyday objects from past to present  Explore stories that have occurred in the past | KQ – How have I changed? What was different before?  Explore how we have changed from babies and how we can grow and change |
| **Geography** | Observations of immediate environment – Tour of school |  | KQ – How will we get there?  Order a simple journey (photos) | KQ – What is the world like?  Make comparisons between animals from one country to another  Make comparisons from life in one country to another  Explore a world map | KQ – Where would I like to visit?  Explore local landmarks through construction, atlases and maps | KQ – Where have we been?  Record a simple journey through a linear map |
| **Expressive Arts and Design** | **Paint** | KQ – How do I look after my paintings?  Develop self-resourcing skills  Develop use of paintbrush strokes (gentle, stroke, dab)  How to store and organise paintings (including naming) | KQ – What colours can we make?  Mixing primary colours  KQ – How can we make different lines, patterns and shapes?  Use thick and thin paintbrushes to mark thick and thin lines  Explore a line artist (e.g. Piet Mondrian)  Use thick and thin paintbrushes to make wiggly and curved lines  Explore a curved line artist (e.g. Sonia Delaunay)  KQ – What is orange?  Observe simple shapes and patterns to create a simple observation painting using a set colour. | KQ – How many different shades can we make?  Experiment using different amounts of primary colours to create different shades of green, orange or purple.  KQ – Do we have to paint using brushes?  Experiment painting using different tools (combs, sponges, rollers, cotton buds, string, toothbrushes)  Paint with a tool using one colour– what effect does it make (e.g. toothbrush creates a grass/fur effect)  Explore abstract painter Jackson Pollock  Create own colourful painting using materials provided. | KQ - How can we make colours lighter?  Add white to a colour, explore how many shades you can make using white  Create a light shade strip  KQ – How can we add detail?  Learn how to be patient, wait for a paint to dry before adding details (self-portrait)  KQ – Can we feel paint?  Explore the texture of paint experiment with adding different textures (PVA, cornstarch, cloud paint, water colour, sand, saw dust)  Experiment with printing textured paint and discussing its uses.  Create a picture using one of the textured paints | KQ – Why do we need colour?  Explore artists using colour for a purpose through observations (Van Gogh)  Draw and colour through observations using colour for a purpose.  Paint through observation (flowers) using colour for a purpose  Mix colours for a purpose and adding white for a lighter shade  Explore observational artist (Monet) | KQ – How can we make changes?  Re visit adding details  Explore adapting colours  KQ – What do you want to paint?  Develop own story, character, monster, alien to paint using own ideas, colours and techniques  Create a detailed painting  Choose something to paint a picture of |
| **Malleable materials** | KQ – How can we make it roll?  Explore rolling into a sausage against a table and between our own hands  Explore different thickness and length  Use songs to make links (ten fat sausages, Worm at the bottom of the garden)  Explore rolling into a ball on table and between hands  Roll a ball into different sizes | KQ – How can we change the shape  Use rolling techniques  Explore pinching and pulling techniques  Use pinching and pulling technique to create animals and faces (hedgehogs, birds, hair on a head with nose and mouth)  Explore pushing and poking techniques  Experiment creating different sized indentations  Create a bowl, face or pt using techniques. | KQ – How do we use tools to change the dough?  Experiment using tools to scrape, imbed, indent or smooth  (rollers, leaf prints, footprints, garlic press, potato masher, etc.)  Create a texture slab wall | KQ – How can we make a picture using clay?  Experiment rolling out sausages and creating different sized spirals  Experiment creating shapes using sausage shapes (heart, circle, square, triangle, diamond, etc.)  Create an image using spirals and shapes. | KQ – How can we join clay?  Introduce slip mixing clay and water as a glue  Join layers of clay to create a picture (e.g. flower square) | KQ – How can we make a pot?  Use spirals and slip to create a spiral pot. |
| **DT** |  |  |  |  |  |  |