



**Roose Primary School Reception Long Term Plan 2023 – 2024**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Topic</b>	All About Me / Families	Animals / Minibeasts and Seasons / Celebrations	Journeys / Vehicles / Maps and Routes	Food and Cooking / Spring into Spring	The Ocean / Sea Creatures	Superheroes and People Who Help Us
<b>Role Play</b>	Home corner / Café / Shop	Party corner, post office, Christmas house	Vehicles	Garden centre / flower shop	Aquarium / Under the Sea	Superhero headquarters / fire engine / police car / vets / doctors surgery
<b>Possible Visits</b>		Panto		Farm Visit	Beach	Fire Station
<b>PRIME AREA Communication and Language</b>	<p><b>Children work towards these Early Learning Goals Daily throughout all areas of learning and play:</b></p> <p><b>ELG1 Listening, Attention and Understanding (LAU)</b></p> <p>1.1 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;</p> <p>1.2 Make comments about what they have heard and ask questions to clarify their understanding;</p> <p>1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p><b>ELG2 Speaking (S)</b></p> <p>2.1 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>2.2 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</p> <p>2.3 Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
<b>PRIME AREA PSHE (SCARF Scheme) Roose School Values</b>	Me and My Relationships Responsibility	Valuing Difference Thankfulness	Keeping Safe Care	Rights and Respect Friendship	Being My Best Growth	Growing and Changing Hope
<b>PRIME AREA PE (Physical Development) IPEP PE Scheme</b>	Bean Bag Skills – Invasion	Gymnastics Dance	Gymnastics Dance	Ball Skills – Invasion	Net Games Striking and Fielding Games	OAA Athletics

	Body Management			Body Management		
<b>Literacy Writing Outcomes using Pathways to Write Scheme</b>	To use story images to join in with key events and phrases in a re-telling of the story – some pupils may choose to draw/mark make some of the story.	To draw their favourite animal and to say /draw some additional information such as what the animals eats.	To draw/make a bus and be able to talk about where the Naughty Bus went.	To plan a birthday party and write invitations/ birthday cards.	To draw/paint/make a fish individually or in a small group. To be able to contribute orally to a short story about their fish.	To sequence images depicting key events in the story and use the images to retell the basic storyline.
	To depict the main events of the story using between 3 and 5 images – pupils to mark make next to each image explaining what is happening.	To label a plan and attempt to write a simple caption.	To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus.	To retell/rewrite the story.	To rewrite the story.	To rewrite the story.
<b>Class Text</b>	The Gingerbread Man by Mara Alperin	I'm Going to Eat This Ant by Chris Naylor-Ballesteros	Naughty Bus by Jan Oke	The Journey Home by Emma Levey	The Whale Who Wanted More by Rachel Bright	Supertato by Sue Hendra
<b>Phonics Learning to Read using 'Success for All' Phonics Scheme</b>	Phase 2	Phase 2 / beginning phase 3	Phase 3	Phase 3	Consolidation	Consolidation
<b>Maths (White Rose Maths Scheme)</b>	<ul style="list-style-type: none"> <li>· Getting to Know You</li> <li>· Match Sort and Compare</li> <li>· Measure and Patterns</li> </ul>	<ul style="list-style-type: none"> <li>· It's Me 1,2,3</li> <li>· Circles and Triangles</li> <li>· 1 2 3 4 5</li> <li>· Shapes with 4 sides.</li> </ul>	<ul style="list-style-type: none"> <li>· Alive in 5</li> <li>· Mass and Capacity</li> <li>· Growing 6,7,8</li> <li>· Length, height and time</li> </ul>	<ul style="list-style-type: none"> <li>· Building 9 and 10</li> <li>· Explore 3D shapes</li> </ul>	<ul style="list-style-type: none"> <li>· To 20 and beyond</li> <li>· How many now?</li> </ul>	<ul style="list-style-type: none"> <li>· Sharing and grouping</li> <li>· Visualise, build and map</li> <li>· Make a connection</li> </ul>

						· Manipulate compose and decompose	· Consolidation
<b>History</b>	<b>Understanding the World</b>	Look at their homes. How do they compare to homes in the past?	How were special occasions celebrated in the past?	Children discuss and look at vehicles from the past compared to the present day looking at differences and similarities between them.	Look at old photos of farms, flower shops and garden centres. Discuss similarities / differences.	Look at and describe settings in books. How do they differ from those in the past?	Discuss how roles in society have changed from the past to present. E.g. police officer, firefighter, doctor.  Talk about what they want to do when they grow up and times they have helped others in the past.
<b>Geography</b>		Discuss our family life and family life around the world looking at similarities and differences.	Celebrations of light around the world.	New Year festivals and traditions around the world (Chinese New Year) Children look at different forms of transport from around the world.	Similarities and differences between breads from different countries/ traditions	Discuss and look at different oceans / seas around the world and locate these on a world map.	Similarities and differences between clothes and equipment required by different jobs around the world
<b>Science</b>		Look at pictures of themselves as a baby and discuss the similarities/ differences and how they have changed.  Generate criteria to sort Harvest produce.	Children share their experiences of the different seasons. They explain their thoughts and ideas and describe appropriate behaviour for each season.	Formation of icicles  Floating and sinking predictions and investigations  Experiment with freezing water in different containers and explore freeing frozen toys through	Children explore materials that reflect the light or glow in a dark tent using torches  Signs of Spring  Compare parent and child animals	Compare and contrast seeds, plants, fruits and vegetables.  Identify the different parts of a plant and appreciate their function.  Plant, harvest and taste food.  Children identify how living things are similar and different. They identify stages in the lifecycle of butterflies and frogs	

		Explore and label different building materials.	Children explore ways to block out light and compare the experiences of light and dark. They play with shadows, experimenting how to change the size and shape, and how to make them vanish!	melting in different places and sprinkling with salt.	Explore and observe nature sounds.	Children compare and describe a home, garden and pond environment. They identify how living things are suited to where they live and how each environment is unique.	
<b>RE (Discovery RE Scheme)</b>		<b>Special People</b> (Christianity / Judaism)	<b>Christmas</b> (Christianity – incarnation)  Celebrations of Light  Diverse winter traditions	<b>Celebrations</b> (Hinduism)  Cultural traditions associated with pancakes/ Shrove Tuesday	<b>Easter</b> (Christianity – salvation)  Springtime festivals: The Easter Story / Hindu festival of Holi	<b>Story Time</b> (Christianity, Islam, Hinduism, Sikhism)	<b>Special Places</b> (Christianity, Islam, Judaism)
	<b>Expressive Arts and Design</b>	Throughout each unit, the children will take part in role-play and imaginative small world activities and successfully interact with their peers to retell familiar stories and scenarios and create original narratives often taking on the roles of different people / characters and exploring associated language and new vocabulary. They will learn a variety of different songs, rhymes and poems, singing with increased control and expression and often adapting lyrics and actions to produce simple dance routines to music. Children will compose their own music using a range of musical instruments.					

<b>DT</b>		<p style="text-align: center;"><b>Textiles Minibeasts</b></p> <p>Children will safely use and explore a variety of materials, tools and techniques experimenting with design, texture and function. They will share their creations, explaining the process they have used.</p>		<p style="text-align: center;"><b>Food and Nutrition Healthy Choices</b></p> <p>Children will learn how to manage their own basic hygiene and personal needs including oral health and healthy food choices.</p>		<p style="text-align: center;"><b>Structures and Mechanisms Constructions</b></p> <p>Children will create collaboratively, sharing ideas, resources and skills. They will return and build on previous learning, refining ideas and developing their ability to represent them.</p>	
<b>Art</b>		<p style="text-align: center;"><b>Painting Exploring Art Colour</b></p> <p>Children will explore and use a range of tools including paintbrushes.</p>	<p style="text-align: center;"><b>Printmaking Mark Making Line</b></p> <p>Children will explore and use a range of sponges and stamps for mark making.</p>	<p style="text-align: center;"><b>Drawing Introduction to Detail Line and Square</b></p> <p>Children will begin to show accuracy and care when drawing.</p>	<p style="text-align: center;"><b>Painting Expressive Painting Colour and Shape</b></p> <p>Children will explore, use and refine a variety of artistic effects to express their ideas and feelings.</p>	<p><b>3D</b> Playdough Models and Air Dry Clay Form Texture and Shape</p>	
<b>Music (Charanga Scheme)</b>		Music and Me	Christmas	My Stories	Everyone	Big Bear Funk	Charanga – Reflect, Rewind, Replay

<p><b>British Values</b></p>	<p>Rule of the Law - Respecting the local environment.</p> <p>Mutual Respect - Understanding that people hold different beliefs and certain celebrations are associated with specific religions.</p> <p>Democracy - Pupils views are sought through the democratic voting of resources and provision within the classroom.</p>	<p>Democracy - Encourage children to value each other's views and beliefs and to talk about their feelings.</p> <p>Individual Liberty - Encourage children to develop a positive sense of themselves.</p> <p>Mutual Respect and Tolerance of Different Faiths and Beliefs - Encourage children to learn about different faiths, cultures, traditions, families, communities and ways of life</p>	<p>Democracy - Understanding that everyone has the right to be heard.</p> <p>Individual Liberty - Learn how times have changed. People have the freedom to make their own choices in life irrespective of gender, race or religion.</p>
------------------------------	--	--	---