

Long Term Planning Reception 2023-2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Autumn Season		Winter Season	Spring Season		Summer season
	Magnificent Me!	Let's Celebrate!	Once Upon A Time	Dinosaur Roar!	Mad About Minibeasts	Ahoy there!
Mathematics	Children are given opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.					
Number	Counting to 5. Counting on and back to 5. Subitising within 5. Recognising patterns in the counting system within 5. Composition of numbers to 5.	Counting to 5. Counting on and back to 5. Subitising within 5. Ordering numbers to 5. Recognising patterns in the counting system within 5. Comparing quantities to 5 - greater than, less than, the same. Recalling number bonds to 5. Addition and subtraction within 5.	Counting to 10. Counting on and back to 10. Subitising within 10. Recognising patterns in the counting system within 10. Composition of numbers to 10.	Counting to 10. Counting on and back to 10. Subitising within 10. Recognising patterns in the counting system within 10. Composition of numbers to 10. Comparing quantities to 10 - greater than, less than, the same. Recalling number bonds to 10. Addition and subtraction within 10.	Verbally counting to 20 and beyond. Counting on and counting back. Adding by counting on. Taking away by counting back. Doubling, halving and sharing. Odds and evens. Sorting.	Verbally counting to 20 and beyond. Counting on and counting back. Adding by counting on. Taking away by counting back. Doubling, halving and sharing. Odds and evens. Sorting. Consolidating counting, subitising, number system and patterns and composition of numbers.
Shape Space and Measure	Identifying and continuing patterns. Positional language. Identifying and using 2D shapes. Patterns Time-related language.	Creating patterns. Properties of 2D shapes. Money. Days, months, seasons. Spatial reasoning.	Exploring more complex patterns. Identifying 3D shapes. Length, weight and height. Days, months, seasons.	Creating more complex patterns. Properties of 3D shapes. Days, months, seasons. Spatial reasoning.	Capacity. Sorting into 2 groups. Telling the time/routines. Days, months, seasons.	Consolidating 2D and 3D shapes and their properties. Reviewing time. Days, months, seasons. Position and distance.

	Days, months, seasons.					Spatial reasoning.
Literacy	<p>Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.</p> <p>Phonics sessions encourage children to link sounds to letters and to begin to read and write. A clear focus upon letter formation is delivered during this time using the Read Write Inc. mnemonic to support children's formation.</p> <p>Progression and application of skills from recognising and writing single sounds, to simple words, captions, sentences then stories.</p> <p>Daily sessions will be timetabled for phonics, story time and poetry and rhymes.</p>					
Literacy Talk 4 Writing Texts Comprehension Word Reading Writing	People Need People *My name *What do I look like *Which people are special to me Owl Babies *Story retell * Favourite characters *Writing labels *Introduction to story maps * Writing lists * Verbal recount Little Red Hen and The Scarecrow's Wedding (Harvest and Farm in a Box) *Story retell * Favourite characters * Verbal recount *Ordering instructions	Dear Zoo Dear Santa *Story retell *Favourite animals *Creating and using story maps * Writing captions *Creating an alternative story ending The Nativity Story *Story retell *Creating and using story maps *Write about part in the school nativity *Write a letter to Santa	Goldilocks *Story retell *Story map *Adapted story map *Narrative-writing own simple story *Instruction s- How to make porridge *descriptive writing-Goldilocks Wanted poster Jack and the Beanstalk *Story retell *Creating and using story maps *Adapting a story map *Narrative - writing own simple story *Instruction s - How to plant a magic bean	Harry and the Bucketful of Dinosaurs *Story retell * Creating and using story maps *Adapting a story map *Non-fiction writing *Dinosaur fact file	The Very Hungry Caterpillar *Story retell *Creating and using story maps *Introducing alternative characters and setting * Alternative setting *Alternative story *Non- fiction writing (caterpillar to butterfly diary) *Minibeast fact writing	Pirates Love Underpants *Story retell *Creating and using story maps *Narrative-creating an alternative story * Descriptive writing * Introducing alternative characters and setting. *Recount - beach visit

SPaG	Phonics: Listening skills and pre-phonics Punctuation and Grammar:	Phonics: Phase 2 Read Write Inc Punctuation and Grammar: Writing: Capital letters, full stops, finger spaces. Reading: Capital letters,	Phonics: Phase 2 Read Write Inc Punctuation and Grammar: Writing: Capital letters, full stops, finger spaces. Reading: Capital letters, question marks	SPaG Phonics: Phase 2 Read Write Inc Punctuation and Grammar: Writing: Capital letters, full stops, finger spaces. Reading: Capital letters, question marks, exclamation marks	SPaG Phonics: Read Write Inc Punctuation and Grammar: Writing: Capital letters, full stops, finger spaces, adjectives Reading: Capital letters, question marks, exclamation marks, speech marks	SPaG Phonics: Read Write Inc Punctuation and Grammar: Writing: Capital letters, full stops, finger spaces, adjectives Reading: Capital letters, question marks, exclamation marks, speech marks
Phonics Read Write Inc	Phase 1 Listening skills Begin single sounds	Phase 2 Single sounds Letter formation using RWI. mnemonic	Phase 2 Single sounds / friendly letters / digraphs application Letter formation using RWI. mnemonic		Phase 2 Review all sounds Enhanced application Letter formation using RWI. mnemonic	
Reading	Wordless books	Wordless books. Sound blending books	Sound blending books. RWI book bag books		Sound blending books. RWI book bag books. Some children may move on to the Y1 agreed reading order.	
Poetry	Nursery rhymes Counting songs Playground rhymes		World Poetry Day 21.3.2024 Mother's Day Acrostics Stomp Stomp Big Roar by Kaye Umansky		Can you fly like a butterfly? by Joe Marriott Pirates by Joseph Coelho	
Communication and Language	Communication and Language development gives children opportunities to experience a language-rich environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.					

Understanding the world	Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, the past and the environment. Opportunities are provided using a mix of adult-led teaching inputs and exploratory play.					
	My home and family My local area People who help us	Communities Similarities and differences between self and others	Comparing different environments Comparing different traditions, e.g. Chinese New Year.	Comparing artefacts/objects (fossils) Observing plant growth	Observing living creatures	Human impact on environment and living things
Science The Natural World	Autumn Seasons How we grow	Classifying animals	Winter Season Bear facts Growing	Spring Season Dinosaur extinction. Volcanoes. Meteorites	Metamorphosis Life cycles Habitats	Life under the sea
History Past and Present	When we were young	The zoo then and now	Castles/ruins	Fossils	Recording the natural world then and now - Observational drawing	Pirates from the past Seaside artefacts
Geography People, Culture and Communities	Families and communities My Home	Animals around the world Maps	Creating maps The melting ice caps	Climate Change Comparing environments	Earth Day Describing environments	Human Impact Water pollution
Significant People	Florence Nightingale	Charles Darwin	Scott/Wilson /Shackleton	Mary Anning	David Attenborough	Greta Thunberg
Expressive Arts and Design	Investigating and Exploring Use the senses to explore a range of materials and media Use marks and pictures to express thoughts and feelings.	Drawing Use the senses to explore a range of mark-making media, e.g. pencils, chalk, charcoal etc.	Painting Use the senses to explore a range of painting materials, e.g. thick, thin, ready mix, powder finger paints etc	Textiles Use the senses to explore a range of textiles and materials e.g. wool, cotton, felt etc.	Printing Use the senses to explore a range of printing materials and tools, e.g. found objects, potato prints etc.	3D Modelling Use the senses to explore a range of modelling materials, e.g. salt dough, play dough. recycled junk modelling materials etc

	Drawing		Painting		Craft and Design	
Art and Design Progression of skills (Kapow)	Begin to explore mark making, experiment with drawing lines and use 2D shapes to draw.		Begin to develop skill and control when painting. Begin to paint with expression.		Begin to learn about a range of materials and techniques such as clay, sketching, printing and collage.	
EAD Activities linked to topics	Autumn colour mixing Pointillism Kandinsky's circles - art through music Diwali - clay diva lamps 31.10.23	Fireworks DT - Lift the flap books (Dear Santa) Christmas crafts Salt dough Santa hand Printed wrapping paper, card, gift, tag Calendar	Primary colours Colour mixing	DT - Collage Weaving, sewing William Morris crafts Easter baskets and card Dinosaur fossils	Insect prints Repeating patterns Symmetry Wild flower imprints in clay	DT - Recycled materials models Environmental art Beach art
Focus Artist	Wassily Kandinsky	Jackson Pollock	Piet Mondrian	William Morris	Maurits Escher	Andy Goldsworthy
DT activities linked to topics	Junk model owls	Christmas crafts	Junk Model Castles	Wooden vehicles	Mini Beast homes	Boats
DT Skills	Design	Make	Evaluate	Design	Make	Evaluate
Design and Technology progression of skills and knowledge (Kapow)	<ul style="list-style-type: none"> • Making verbal plans and material choices. • Developing a junk model. 	<ul style="list-style-type: none"> • Improving fine motor/scissor skills with a variety of materials. • Joining materials in a variety of ways (temporary and permanent). • Joining different materials together. • Describing their junk model, and how they intend to put it together. 	<ul style="list-style-type: none"> • To know there are a range to different materials that can be used to make a model and that they are all slightly different. • Making simple suggestions to fix their junk model. 	<ul style="list-style-type: none"> • Designing a junk model boat/ vehicle. • Using knowledge from exploration to inform design. 	<ul style="list-style-type: none"> • Making a boat/ mini beast home that floats /is waterproof, considering material choices. 	<ul style="list-style-type: none"> • Making predictions about, and evaluating different materials to see if they are waterproof. • Making predictions about, and evaluating existing boats to see which floats best. • Testing their design and reflecting on what could have been done differently. • Investigating the how the shapes and

						structure of a boat affect the way it moves.
DT Knowledge	• To know there are a range to different materials that can be used to make a model and that they are all slightly different. • To Make simple suggestions to fix their junk model			• To know that some objects float and others sink. • To know the different parts of a boat.		
ICT (Thursday mornings, Friday mornings)	Access programmes on computers, tablets and iPads. Use Numbots, Purple Mash, 2 Simple and White Rose Maths. Introduce coding via Vex123 robots.				Learn how to log on/log off and choose a programme. Log onto laptops.	
PE	REAL PE Exploring movement- using song and dance Coordination: Footwork Yellow/green level Weekly yoga sessions with Mrs Cryer	REAL PE Dynamic & static balance: using songs and stories Coordination- Ball skills Counter balance: with a partner Yellow/green level Gross Motor Skills Focus			REAL PE Coordination- sending & receiving Agility- Reaction/response, ball chasing Static balance: floor work Yellow/green level	
PSED	Personal, Social and Emotional development helps children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.					
PSED Activities	Being part of a family Building relationships Daily mindfulness with BlueJay	Animal welfare Self-regulation, confidence and managing feelings	Stranger danger Respectful relationships Managing self Making good choices	Taking care of our world Hygiene, independence and staying healthy	KidSafe workshops Taking care of living things Who can help	Sun safety Water safety First Aid and emergencies
RE	Let's find out about Harvest in a church. Let's find out about Shabbat. Diwali	Christmas Story Why do Christians perform nativity plays at Christmas? F2 (UC)	Let's find out about holy books (e.g. the Qur'an, the Torah, the Guru Granth Sahib) Let's hear some stories	Easter Story Why do Christians put a cross in an Easter garden? F3 (UC)	Let's find out about special buildings and worship there (e.g. mandir, church, synagogue, Buddhist rupas). Ramadan Eid	

			Jesus told (Lost Sheep, Lost Coin)			
Music Charanga	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect Rewind and Replay
Trips and visitors	School nurse hand hygiene and teeth brushing workshop Local theatre visit 'The Lightbulb Princess.' Visit from parent and baby	Hall Hill Farm Christmas experience Discovery zoo in school	West Boldon Lodge Traditional storyteller Durham University - Chinese New Year exhibition Library	Great North Museum Newcastle train station Library	Bugs N Stuff Workshop Minibeast hunt in local environment Library	Beach visit Litter walk in school grounds and local park Captain Raggybeard pirate storytelling session Library
Career Benchmarking links	Find out about emergency services roles: TP - fireman Hayden's dad - police	Find out about the role of a zookeeper and zoologist	Role of woodcutter, (wooden toys) builders (Caretaker- Neil Bayles) and bakers. (Claudia and Nicola)	Find out about palaeontologist, archeologist and museum curator roles at the Great North Museum	Interview Guy from Bugs n Stuff about his job	Interview RNLI lifeguard on beach visit
Global links	Reduced food supplies - Harvest Festival Make bird feeders to support wild birds in forest school	Support Christmas Celebrations across Europe Join 'The shoe box appeal'	Feed the birds through winter project	Get parents on board to *Litter pick *Recycle at home *Ban single use plastic in class/ school.	Plant a 'Wild flower Pollination Garden' to support the bees. Mr Frampton visit to discuss bee keeping	Investigate the impact of water pollution and wasting water Raise funds for 'Water Aid' UNICEF