



## RECEPTION LONG TERM PLAN 2024-2025 HOOLE ST MICHAEL

*'Achieving Excellence Within The Light of God.'*

Growth Mindset	<b>AUTUMN 1</b> Wonderful Me/Colour	<b>AUTUMN 2</b> Who is Julia Donaldson?	<b>SPRING 1</b> Toy Story	<b>SPRING 2</b> Once Upon A Time	<b>SUMMER 1</b> Animals	<b>SUMMER 2</b> Wonderful World/Journeys
Focused weeks	Black History Courageous advocates	WW2	Multicultural Week Safe Internet Day Lit week	Reading Week	Writing Week	Fit Fortnight
Themes/lines of enquiry/core text	Big words for little people I look like this. Elmer and Wilbur Little Red Riding Hood Blue Balloon Mixed Up Chameleon Pumpkin Soup Leaf Man Sulwe	Gruffalo Gruffalo's Child Room on the Broom Stick Man Christmas Stories	To Infinity and beyond with Buzz. Woody and Jessie Week. Dinosaurs and volcanoes	Goldilocks 3 pigs Enormous Turnip Snow white Gingerbread Man Jack and the Beanstalk	Farm Animals Animals from hot and cold countries Animals under the sea Little Red Hen Going on A Bear Hunt Owl Babies Sharing a Shell Handa's Surprise Pete Penguin	Looking at transport and different ways to travel around the world and thinking about transitions to new classes. Naughty Bus Train Ride Anna Hibiscus Song Grandma's Beach
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times.  Listen attentively and respond to what they hear with relevant questions and comments and actions when being read to and during whole class discussions and small group interactions.	Ask questions to find out more and to check they understand what has been said to them. Develop social phrases. Engage in story time.  Make comments about what they have heard and ask questions to clarify their understanding.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Offer explanations for why things might happen, making use of recently introduced vocabulary from	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future

NB: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the relevant early years.



## RECEPTION LONG TERM PLAN 2024-2025 HOOLE ST MICHAEL

*'Achieving Excellence Within The Light of God.'*

		Hold conversation when engaged in back and forth exchanges with their teachers and peers.	knowledge and vocabulary. Participate in small group, class and one-to-one discussions, offering own ideas, using recently introduced vocab. 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 the teacher.	stories, non-fiction, rhymes and poems when appropriate	of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 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.	tenses and making use of conjunctions, with modelling and support from their teacher
<b>Personal Social and Emotional Development</b>	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says.  Self-Regulation Managing Self Building Relationships  <b><u>SCARF FOCUS:</u></b> <b><u>Me and My Relationships</u></b>	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others, regulate behaviour accordingly. Work and play cooperatively and take turns with others Give focused attention to what the teacher says.  Self-Regulation Managing Self	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Be confident to try new activities Manage own basic hygiene and personal needs. Self-Regulation Managing Self Building Relationships <b><u>SCARF FOCUS:</u></b> <b><u>Valuing Difference</u></b>	Show understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly Set and work towards simple goals Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs Self-Regulation Managing Self Building Relationships <b><u>SCARF FOCUS:</u></b> <b><u>Keeping Myself Safe</u></b>	Think about perspectives of others. Manage own needs. Show understanding of own feelings and those of others, begin to regulate their behaviour accordingly. Set and work towards simple goals. Confident to try new activities, Explain the reasons for rules Manage own basic hygiene and personal needs Self-Regulation Managing Self Building Relationships	Show sensitivity to their own and to others' needs Be confident to try new activities and show independence, resilience and perseverance in the faces of challenge Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions

NB: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the relevant early years.



## RECEPTION LONG TERM PLAN 2024-2025 HOOLE ST MICHAEL

*'Achieving Excellence Within The Light of God.'*

		Building Relationships  <b><u>SCARF FOCUS:</u></b> <b><u>Growing and changing</u></b>			<b><u>SCARF FOCUS:</u></b> <b><u>Rights &amp; Responsibilities</u></b>	Self-Regulation Managing Self Building Relationships  <b><u>SCARF FOCUS:</u></b> <b><u>Being My Best</u></b>
<b>Physical Development</b>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Develop fine motor skills- holding pencil correctly, using scissors etc  Gross Motor Skills Fine Motor Skills	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Develop fine motor skills- holding pencil correctly, using scissors etc  Gross Motor Skills Fine Motor Skills	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.  Develop fine motor skills Gross Motor Skills Fine Motor Skills	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.  Gross Motor Skills Fine Motor Skills	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient.  Gross Motor Skills Fine Motor Skills	Confidently and safely use a range of large and small apparatus indoors and outside and in a group.  Gross Motor Skills Fine Motor Skills
<b>PE PASSPORT THEME</b>	Dance - People who Help Us  Net Wall skills	Gym - Flight  Locomotion	Dance - The Circus  Target games	Gym Travelling, Stretching & Curling  Object manipulation	Dance (link to animal theme)  Target Games	Athletics  Strike and Field skills
<b>PE PASSPORT FOR PE SESSIONS</b> Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport, and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility.						

**NB: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the relevant early years.**



## RECEPTION LONG TERM PLAN 2024-2025 HOOLE ST MICHAEL

*'Achieving Excellence Within The Light of God.'*

<p><b>Literacy, comprehension, word reading and writing</b></p>	<p>Read individual letters by saying the sounds for them.          Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.          Anticipate (where appropriate) key events in stories.          Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.          Say a sound for each letter in the alphabet          Write recognisable letters, most of which are correctly formed</p>	<p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.          Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.          Anticipate (where appropriate) key events in stories.          Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.          Say a sound for each letter in the alphabet          Read words consistent with their phonic knowledge by sound-blending.          Write recognisable letters, most of which are correctly formed.</p>	<p>Read some letter groups that each represent one sound and say sounds for them.          Read a few common exception words matched to the school's phonic programme.          Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.          Anticipate (where appropriate) key events in stories.          Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.          Say a sound for each letter in the alphabet and at least 10 digraphs.          Read words consistent with their phonic knowledge by sound-blending.          Read aloud simple sentences and books that are consistent with their phonic</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.          Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.          Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.          Anticipate (where appropriate) key events in stories.          Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.          Say a sound for each letter in the alphabet and at least 10 digraphs.          Read words consistent with their</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.          Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.          Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.          Anticipate (where appropriate) key events in stories.          Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.          Say a sound for each letter in the alphabet and at least 10 digraphs.          Read words consistent with their</p>	<p>Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.          Re-read what they have written to check that it makes sense.          Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.          Anticipate (where appropriate) key events in stories.          Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.          Read words consistent with their phonic knowledge by sound-blending.          Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
---	---	---	---	--	--	---

NB: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the relevant early years.



# RECEPTION LONG TERM PLAN 2024-2025 HOOLE ST MICHAEL

*'Achieving Excellence Within The Light of God.'*

			<p>knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters</p>	<p>phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter</p>	<p>Write simple phrases and sentences that can be read by others.</p>
Phonics	<p><b><u>Nursery</u></b> <b><u>Phase 1</u></b> Environmental sounds; Instrumental Sound; Body Percussion; Rhythm &amp; Rhyme; Alliteration; Voice Sounds; Oral blending &amp; Segmenting</p> <p><b><u>Reception</u></b> <b><u>Phase 1/2</u></b> <b><u>Phonics for Reading-</u></b>  <b><u>Phase 1</u></b> : Blend cv words orally e.g. at, it, in, up</p>	<p><b><u>Nursery</u></b> <b><u>Phase 1</u></b> Environmental sounds; Instrumental Sound; Body Percussion; Rhythm &amp; Rhyme; Alliteration; Voice Sounds; Oral blending &amp; Segmenting</p> <p><b><u>Reception</u></b> <b><u>Phase 2</u></b> <b><u>Phonics for Reading-</u></b> <b><u>Phase 2</u></b> : Blend CVC words using</p>	<p><b><u>Nursery</u></b> <b><u>Phase 1</u></b> Environmental sounds; Instrumental Sound; Body Percussion; Rhythm &amp; Rhyme; Alliteration; Voice Sounds; Oral blending &amp; Segmenting</p> <p><b><u>Reception</u></b> <b><u>Phase 2/3</u></b> <b><u>Phonics for Reading-</u></b>  <b><u>Phase 3</u></b> : Blend CVC words using</p>	<p><b><u>Nursery</u></b> <b><u>Phase 1</u></b> Environmental sounds; Instrumental Sound; Body Percussion; Rhythm &amp; Rhyme; Alliteration; Voice Sounds; Oral blending &amp; Segmenting</p> <p><b><u>Reception</u></b> <b><u>Phase 3</u></b> <b><u>Phonics for Reading-</u></b> <b><u>Phase 3</u></b> : Blend CVC words using phonemes taught in</p>	<p><b><u>Nursery</u></b> <b><u>Phase 1</u></b> Environmental sounds; Instrumental Sound; Body Percussion; Rhythm &amp; Rhyme; Alliteration; Voice Sounds; Oral blending &amp; Segmenting</p> <p><b><u>Reception</u></b> <b><u>Phase 3/4</u></b> <b><u>Phonics for Reading-</u></b> <b><u>Phase 2/ 3 consolidation:</u></b> <b><u>Begin Phase 4</u></b> :</p>	<p><b><u>Nursery</u></b> <b><u>Phase 1</u></b> Environmental sounds; Instrumental Sound; Body Percussion; Rhythm &amp; Rhyme; Alliteration; Voice Sounds; Oral blending &amp; Segmenting</p> <p><b><u>Reception</u></b> <b><u>Phase 3/4</u></b> <b><u>Phonics for Reading-</u></b> ☺ Blend CCVCC, CCCVC, CCCVCC words using all graphemes covered in Phases 2 and 3</p>

NB: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the relevant early years.



## RECEPTION LONG TERM PLAN 2024-2025 HOOLE ST MICHAEL

*'Achieving Excellence Within The Light of God.'*

<p>Blend cvc words orally e.g. top, run, bed, rat Phase 1 rhyme and rhythm/alliteration.</p> <p>(Environmental print) <b>Phase 2</b> : Blend VC using phonemes s,a,t,p,i,n e.g. at, in, is, it Blend CVC words using phonemes ☺ s,a,t,p,i,n e.g. sit, pit, pat, pan, tip ☺ m,d,g,o e.g. dog, mad, gap ☺ Read tricky words the to no go into</p> <p><b>Phonics for Writing: Phase 1</b> :Segment cv words orally e.g. at, it, in, up Segment cvc words orally e.g. top, run, bed, rat <b>Phase 2</b> : Segment and write/ use magnetic letters VC words using graphemes s,a,t,p,i,n e.g. at, in, is, it Segment and write CVC words using graphemes ☺ s,a,t,p,i,n e.g. sit, pit, pat, pan, tip ☺ m,d,g,o e.g. dog, mad, gap</p>	<p>phonemes taught in Autumn 1 <b>AND</b> ☺ c,k, ck,e,u,r e.g. sock, neck, rock ☺ h, b,f,ff,l,ll,ss e.g. huff, hiss, bill ☺ Recap all Phase 2 ☺ Read tricky words the to no go into</p> <p><b>Phonics for Writing: Phase 2</b> : Segment and write/use magnetic letters CVC words using graphemes taught in Autumn 1 <b>AND</b> ☺ c,k, ck,e,u,r e.g. sock, neck, rock ☺ h, b,f,ff,l,ll,ss e.g. huff, hiss, bill ☺ Recap all Phase 2</p>	<p>phonemes taught in Autumn Term <b>AND</b> ☺ j,v, w,x,y,z,zz,qu e.g. buzz, vet, quick ☺ ch, sh, th, ng e.g. chip, shop, this, then, song</p> <p><b>Phonics for Writing: Phase 3</b> : Segment and write/use magnetic letters CVC words using graphemes taught in Autumn Term <b>AND</b> ☺ j,v, w,x,y,z,zz,qu e.g. buzz, vet, quick ☺ ch, sh, th, ng e.g. chip, shop, this, then, song ☺ Spell tricky words : the to no go into</p>	<p>Autumn Term and Spring 1 <b>AND</b> ☺ ai, ee, igh, oa, oo e.g. rain, teeth, night, coat, boot, good. ☺ ar, or, ur, ow, oi e.g. cart, fork, curl, down, soil ☺ ear, air, ure, er e.g. hear, fear, chair, sure, cure, shower, tower</p> <p><b>Phonics for Writing: Phase 3</b> : Segment and write/use magnetic letters CVC words using graphemes taught in Autumn Term and Spring 1 <b>AND</b> ☺ ai, ee, igh, oa, oo e.g. rain, teeth, night, coat, boot, good. ☺ ar, or, ur, ow, oi e.g. cart, fork, curl, down, soil ☺ ear, air, ure, er e.g. hear, fear, chair, sure, cure, shower, tower ☺ Spell tricky words : the to no go into</p>	<p>☺ Blend CVCC e.g. paint, tights, boils, shelf, toast ☺ CCVC words using all graphemes covered in Phases 2 and 3 e.g. spoon, clown, float, sweet</p> <p><b>Phonics for Writing: Phase 2/ 3 consolidation: Begin Phase 4</b> : ☺ Segment and write CVCC e.g. paint, tights, boils, shelf, toast ☺ CCVC words using all graphemes covered in Phases 2 and 3 e.g. spoon, clown, float, sweet ☺ Spell tricky words he, she, we, me, be was</p>	<p>e.g. frost, street, scrunch ☺ Blend words with more than one syllable e.g. turnip, sister, cooking</p> <p><b>Phonics for Writing: Phase 2/ 3 consolidation: Begin Phase 4</b> : ☺ Segment and write CCVC, CCCVC, CCCVC words using all graphemes covered in Phases 2 and 3 e.g. frost, street, scrunch ☺ Segment words with more than one syllable e.g. turnip, sister, cooking ☺ Spell tricky words</p>
--	---	--	---	--	---

NB: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the relevant early years.



# RECEPTION LONG TERM PLAN 2024-2025 HOOLE ST MICHAEL

*'Achieving Excellence Within The Light of God.'*

Maths	WHITE ROSE + NUMBER BLOCKS	WHITE ROSE + NUMBER BLOCKS	WHITE ROSE + NUMBER BLOCKS	WHITE ROSE + NUMBER BLOCKS	WHITE ROSE + NUMBER BLOCKS	WHITE ROSE + NUMBER BLOCKS
	<p>Nursery : <b>Settling in</b> <b>Comparison</b> : more than, fewer than, same <b>Shape, Space &amp; Measure</b>: building with shapes and objects <b>Pattern</b>: Explore repeats <b>Counting</b>: Hear and say number names</p>	<p>Nursery : <b>Counting</b> : begin to order number names <b>Subitising</b>: I see 1,2, 3 <b>Pattern</b>: Join in with repeats <b>Shape, space &amp; measure</b>: Explore position and space <b>Christmas Maths</b></p>	<p>Nursery : <b>Subitising</b> : show me 1,2,3 <b>Counting</b> : move and label 1,2, 3 <b>Shape, space &amp; measure</b>: Explore and position roots <b>Pattern</b>: Explore patterns</p>	<p>Nursery : <b>Counting</b> : take and give 1,2,3 <b>Shape, space &amp; measure</b>: Match, talk, push and pull <b>Subitising</b> : talk about dots <b>Comparison</b> : compare and sort collections</p>	<p>Nursery : <b>Pattern</b> : Lead on own repeats <b>Shape, space &amp; measure</b>: Start to puzzle <b>Pattern</b> : making patterns together</p>	<p>Nursery : <b>Subitising</b> : make games and actions <b>Counting</b> : show me 5 <b>Pattern</b> : my own pattern <b>Comparison</b> : match, sort, compare</p>
	<b>RECEPTION</b>	<b>RECEPTION</b>	<b>RECEPTION</b>	<b>RECEPTION</b>	<b>RECEPTION</b>	<b>RECEPTION</b>
	<b><u>Baseline / Getting to know you!</u></b> (2 weeks)	<b><u>It's Me 1, 2, 3!</u></b> <b><u>continued</u></b> (1 week)	<b><u>Alive in 5!</u></b> (2 weeks)	<b><u>Length, height &amp; time</u></b> (1 week)	<b><u>To 20 and beyond</u></b> (2 weeks)	<b><u>Sharing &amp; Grouping</u></b> (2 weeks)
	<p>Opportunities for settling in, introducing areas of provision and getting to know the children including baseline</p>	<p>Step 4 1 more Step 5 1 less Step 6 Composition of 1, 2 and 3</p>	<p>Step 1 Introduce zero Step 2 Find 0 to 5 Step 3 Subitise 0 to 5 Step 4 Represent 0 to 5 Step 5 1 more Step 6 1 less Step 7 Composition Step 8 Conceptual subitising to 5</p>	<p>Step 4 Compare height Step 5 Talk about time Step 6 Order and sequence time</p>	<p>Step 1 Build numbers beyond 10 (10-13) Step 2 Continue patterns beyond 10 (10-13) Step 3 Build numbers beyond 10 (14-20) Step 4 Continue patterns beyond 10 (14-20) Step 5 Verbal counting beyond 20 Step 6 Verbal counting patterns</p>	<p>Step 1 Explore sharing Step 2 Sharing Step 3 Explore grouping Step 4 Grouping Step 5 Even and odd sharing Step 6 Play with and build doubles</p>
	<b><u>Match, sort &amp; compare</u></b> (2 weeks)	<b><u>Circles and triangles</u></b> (1 week)	<b><u>Mass and capacity</u></b> (1 week)	<b><u>Building 9 &amp; 10</u></b> (3 weeks)		<b><u>Visualise, build and map</u></b> (3 weeks)
	<p>Step 1 Match objects Step 2 Match pictures and objects Step 3 Identify a set Step 4 Sort objects to a type Step 5 Explore sorting techniques</p>	<p>Step 1 Identify and name circles and triangles Step 2 Compare circles and triangles Step 3 Shapes in the environment</p>	<p>Step 1 Compare mass</p>	<p>Step 1 Find 9 and 10 Step 2 Compare numbers to 10 Step 3 Represent 9 and 10 Step 4 Conceptual subitising to 10 Step 5 1 more</p>		<p>Step 1 Identify units of repeating patterns</p>

NB: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the relevant early years.



# RECEPTION LONG TERM PLAN 2024-2025 HOOLE ST MICHAEL

*'Achieving Excellence Within The Light of God.'*

<p>Step 6 Create sorting rules Step 7 Compare amounts</p> <p><b><u>Talk about measures and patterns</u></b> (2 weeks)</p> <p>Step 1 Compare size Step 2 Compare mass Step 3 Compare capacity Step 4 Explore simple patterns Step 5 Copy and continue simple patterns Step 6 Create simple patterns</p> <p><b><u>It's Me 1,2,3</u></b> <b><u>(1 week)</u></b></p> <p>Step 1 Find 1, 2 and 3 Step 2 Subitise 1, 2 and 3 Step 3 Represent 1, 2 and 3</p>	<p>Step 4 Describe position</p> <p><b><u>1,2,3,4,5</u></b> (2 weeks)</p> <p>Step 1 Find 4 and 5 Step 2 Subitise 4 and 5 Step 3 Represent 4 and 5 Step 4 1 more Step 5 1 less Step 6 Composition of 4 and 5 Step 7 Composition of 1-5</p> <p><b><u>Shapes with 4 sides</u></b> (1 week)</p> <p>Step 1 Identify and name shapes with 4 sides Step 2 Combine shapes with 4 sides Step 3 Shapes in the environment Step 4 My day and night</p> <p><b><u>Consolidation/ Christmas Maths</u></b> (1 ½ weeks)</p>	<p>Step 2 Find a balance Step 3 Explore capacity Step 4 Compare capacity</p> <p><b><u>Growing 6,7,8</u></b> (2 weeks)</p> <p>Step 1 Find 6, 7 and 8 Step 2 Represent 6, 7 and 8 Step 3 1 more Step 4 1 less Step 5 Composition of 6, 7 and 8 Step 6 Make pairs - odd and even Step 7 Double to 8 (find a double) Step 8 Double to 8 (make a double)</p> <p><b><u>Length, height &amp; time</u></b> <b><u>(1 week)</u></b></p> <p>Step 1 Explore length Step 2 Compare length Step 3 Explore height</p>	<p>Step 6 1 less Step 7 Composition to 10 Step 8 Bonds to 10 (2 parts) Reception   Spring term   Block 5 - Building 9 and 10 Small steps © White Rose Education 2024 Step 9 Make arrangements of 10 Step 10 Bonds to 10 (3 parts) Step 11 Doubles to 10 (find a double) Step 12 Doubles to 10 (make a double) Step 13 Explore even and odd</p> <p><b><u>Explore 3-D Shapes</u></b> <b><u>(2 weeks)</u></b></p> <p>Step 1 Recognise and name 3-D shapes Step 2 Find 2-D shapes within 3-D shapes Step 3 Use 3-D shapes for tasks Step 4 3-D shapes in the environment Step 5 Identify more complex patterns Step 6 Copy and continue patterns Step 7 Patterns in the environment</p>	<p><b><u>How many now?</u></b> (1 week)</p> <p>Step 1 Add more Step 2 How many did I add? Step 3 Take away Step 4 How many did I take away?</p> <p><b><u>Manipulate, compose &amp; decompose</u></b> <b><u>(2 weeks)</u></b></p> <p>Step 1 Select shapes for a purpose Step 2 Rotate shapes Step 3 Manipulate shapes Step 4 Explain shape arrangements Step 5 Compose shapes Step 6 Decompose shapes Step 7 Copy 2-D shape pictures Step 8 Find 2-D shapes within 3-D shapes</p>	<p>Step 2 Create own pattern rules Step 3 Explore own pattern rules Step 4 Replicate and build scenes and constructions Step 5 Visualise from different positions Step 6 Describe positions Step 7 Give instructions to build Step 8 Explore mapping Step 9 Represent maps with models Step 10 Create own maps from familiar places Step 11 Create own maps and plans from story situations</p> <p><b><u>Make connections &amp; consolidation</u></b> <b><u>(2 weeks)</u></b></p> <p>Step 1 Deepen understanding Step 2 Patterns and relationships</p>
---	--	--	---	--	--

NB: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the relevant early years.





## RECEPTION LONG TERM PLAN 2024-2025 HOOLE ST MICHAEL

*'Achieving Excellence Within The Light of God.'*

<p><b>Understanding of the World</b></p>	<p>Talk about members of their immediate family and community. Talk about the lives of people around them and their roles in society. Name and describe people who are familiar to them. Know some similarities and differences between in the past and now. Explore the natural world around them., making observations and drawing pictures of animals and plants. Important changes and Seasons</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them., making observations and drawing pictures of animals and plants. Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Recognise some environments that are different to the one in which they live. Similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Understand that some places are special to members of their community. Describe immediate environments Similarities and difference between different religious and cultural communities Explain similarities and differences between life in this country and life in other countries. Draw information from a simple map.</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Explore the natural world around them. Draw information from a simple map. Similarities and differences between the natural world around them and contrasting environments Understand the important processes and changes in the natural world around them, including seasons and changing states of matter</p> <p>The Natural World People, Culture and Communities Past and Present</p>	<p>Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.</p> <p>The Natural World People, Culture and Communities Past and Present</p>
<p><b>Expressive Art and Design</b></p>	<p>Develop storylines in their pretend play.</p> <p>Creating with Materials Being imaginative</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Creating with Materials Being imaginative</p>	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them</p> <p>Creating with Materials Being imaginative</p>	<p>Create collaboratively sharing ideas, resources, and skills.</p> <p>Creating with Materials Being imaginative</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Creating with Materials Being imaginative</p>	<p>Watch and talk about dance and performance art, expressing their feelings and responses</p> <p>Creating with Materials Being imaginative</p>

NB: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the relevant early years.



# RECEPTION LONG TERM PLAN 2024-2025 HOOLE ST MICHAEL

*'Achieving Excellence Within The Light of God.'*

<p><b>Music</b></p>	<p><b>Charanga - Me!</b> Nursery rhymes and action songs: Pat-a-cake, 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers</p> <p>Classical piece of music : <a href="https://www.youtube.com/watch?v=LVOcn4JSINw">https://www.youtube.com/watch?v=LVOcn4JSINw</a> Autumn Jazz!</p> <p>Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds</p>	<p><b>Christmas Nativity Songs</b></p> <p>Classical piece of music : The Nutcracker by Pyotr Ilyich Tchaikovsky</p> <p>Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds</p>	<p><b>Charanga - My stories</b> Nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult <b>The ABC Song</b></p> <p>Classical piece of music: The Planets by <i>Gustav Holst</i></p> <p>Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds</p>	<p><b>Charanga - Everyone!</b> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And Toes</p> <p>Classical piece of music: Four Seasons 'Spring' by <i>Vivaldi</i></p> <p>Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds</p>	<p><b>Charanga - Our World</b> Nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p> <p>Classical piece of music: The Lark ascending by <i>Vaughn Williams</i></p> <p>Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds</p>	<p><b>Charanga - Big Bear Funk</b> <b>Transition Unit for Year 1</b> Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments</p> <p>Classical piece of music: Symphony No 5 by Ludwig Beethoven.</p> <p>Ongoing :Children to create music with a variety of instruments to accompany their dances and represent sounds</p>
<p><b>Religious Education- Blackburn scheme</b></p>	<p><u>I am special</u></p> <p>Why do we have friends?</p> <p><i>Harvest-Saying thank you to God at harvest time</i></p> <p>Understanding Christianity - Why is the word God so important?</p>	<p><u>Christmas</u></p> <p>How do we celebrate Jesus' birthday?</p> <p>Understanding Christianity - Why do Christians perform Nativity plays at Christmas?</p>	<p><u>Stories Jesus told</u></p> <p>Why did Jesus tell us stories?</p> <p>Listening to the stories Jesus heard</p>	<p><u>Easter</u></p> <p>Bible story - The Easter story Bible story - The good samaritan</p> <p>Understanding Christianity - Why do Christians put a cross in an Easter garden?</p>	<p><u>Special Places</u></p> <p>Special What makes a place special and holy?</p> <p>What is prayer?</p>	<p><u>Special Times</u></p> <p>How do we celebrate special times?</p>

NB: These statements have been split for extra focus, but all will apply on an ongoing basis throughout the relevant early years.



## RECEPTION LONG TERM PLAN 2024-2025 HOOLE ST MICHAEL

*'Achieving Excellence Within The Light of God.'*

<p><b>PSHE -SCARF</b></p>	<p><u><b>Scarf for EYFS :Me and My Relationships</b></u>          Black History Month          October - Sulwe book and Black and White Elmer           8<sup>th</sup> October -Young Minds Day (Hello Yellow)           Whole School Focus :Families and Friendships</p>	<p><u><b>Scarf for EYFS : Growing &amp; Changing</b></u>          Anti-bullying week          11<sup>th</sup> - 14<sup>th</sup> Nov           Road Safety Week          16<sup>th</sup> - 21<sup>st</sup> Nov           Whole School Focus :Growing and Changing &amp; Respecting Ourselves and others</p>	<p><u><b>Scarf for EYFS :Valuing Difference</b></u>          Safer Internet Day          8<sup>th</sup> March           Whole School Focus: Media &amp; Digital Resilience Safe Relationships</p>	<p><u><b>Scarf for EYFS :Keeping Myself Safe</b></u>           Whole School Focus: Belonging to a Community          Linked to Easter and belonging to a Christian Community through RE lessons</p>	<p><u><b>Scarf for EYFS: Rights and Responsibilities</b></u>           Whole School Focus: Keeping Safe</p>	<p><u><b>Scarf for EYFS: Being My Best</b></u>           Whole School Focus: Physical Health &amp; Mental Well-being          Fit Fortnight           Money and Work          Money Week 14<sup>th</sup> - 18<sup>th</sup> June          Young Enterprise Competition</p>
<p><b>Extra-Curricular Enrichment</b></p>	<ul style="list-style-type: none"> <li>• Church -harvest</li> </ul>	<ul style="list-style-type: none"> <li>• Church-Christmas</li> <li>• Theatre company experience</li> </ul>		<ul style="list-style-type: none"> <li>• Church-Easter</li> </ul>	<ul style="list-style-type: none"> <li>• Trip</li> </ul>	
<p><b>Christian Values / Worship</b></p>	<p>Christian Value :</p> <p>Worship :          Mon : In hall Roots &amp; Fruits - JP          Tues : Whole school with Rev. Ann / Liz          Weds : Prayers, Praise &amp; SUMO          Thurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy          Fri : Celebration - JP</p>	<p>Christian Values :</p> <p>Worship :          Mon : In hall Roots &amp; Fruits - JP          Tues : Whole school with Rev. Ann / Liz          Weds : Prayers, Praise &amp; SUMO          Thurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy          Fri : Celebration - JP</p>	<p>Christian Values :</p> <p>Worship :          Mon : In hall Roots &amp; Fruits - JP          Tues : Whole school with Rev. Ann / Liz          Weds : Prayers, Praise &amp; SUMO          Thurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy          Fri : Celebration - JP</p>	<p>Christian Values :</p> <p>Worship :          Mon : In hall Roots &amp; Fruits - JP          Tues : Whole school with Rev. Ann / Liz          Weds : Prayers, Praise &amp; SUMO          Thurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy          Fri : Celebration - JP</p>	<p>Christian Values :</p> <p>Worship :          Mon : In hall Roots &amp; Fruits - JP          Tues : Whole school with Rev. Ann / Liz          Weds : Prayers, Praise &amp; SUMO          Thurs : Thoughts on a Thursday (Picture News) and Class Courageous Advocacy          Fri : Celebration - JP</p>	<p>Christian Values:</p>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Baseline assessments</li> <li>• EY tracker</li> <li>• Moderation</li> </ul>	<ul style="list-style-type: none"> <li>• EY tracker</li> <li>• Pupil Progress</li> <li>• Floorbook input</li> <li>• Moderation</li> </ul>	<ul style="list-style-type: none"> <li>• Floorbook input</li> <li>• Moderation</li> </ul>	<ul style="list-style-type: none"> <li>• Spring tracker</li> <li>• Pupil Progress</li> <li>• Floorbook input</li> <li>• Moderation</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS profile</li> <li>• Floorbook input</li> <li>• Moderation</li> </ul>	<ul style="list-style-type: none"> <li>• Summer data</li> <li>• Reports</li> <li>• Pupil Progress</li> <li>• Year 1 transition meeting</li> </ul>

**NB:** These statements have been split for extra focus, but all will apply on an ongoing basis throughout the relevant early years.

# RECEPTION LONG TERM PLAN 2024-2025 HOOLE ST MICHAEL

*'Achieving Excellence Within The Light of God.'*

