

Reception

Long Term Plan

2024-2025





Communication and Language

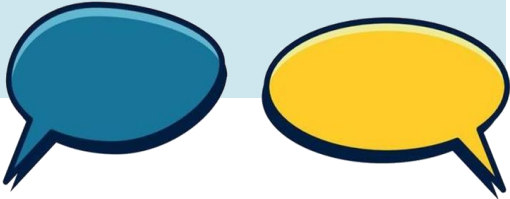
Long Term Plan 2024-2025



STATUTORY EDUCATIONAL PROGRAMME:

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. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

	Autumn Term	Spring Term	Summer Term
Listening, Attention and Understanding	<i>Pay attention to more than one thing at a time, which can be difficult.</i> Understand how to listen carefully and why listening is important. Learn new vocabulary. Develop social phrases. Engage in story times. Listen carefully to rhymes and songs, paying attention to how they sound. Engage in non-fiction books.	Ask questions to find out more and to check they understand what has been said to them. Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.





Communication and Language

Long Term Plan 2024-2025



The knowledge, skills, understanding and planned experience gained by the end of the Reception year.

	Autumn Term	Spring Term	Summer Term
Speaking	<i>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</i> Use new vocabulary through the day. Learn rhymes, poems and songs.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts.	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use 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.
Ongoing	Learn new vocabulary. Use new vocabulary in different contexts. Learn new rhymes, poems and songs.		





Personal, Social and Emotional Development

Long Term Plan 2024-2025



STATUTORY EDUCATIONAL PROGRAMME:

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. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage 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 from which children can achieve at school and in later life.

	Autumn Term	Spring Term	Summer Term						
Self- Regulation	<i>Talk with others to solve conflicts.</i> Express their feelings and consider the feelings of others.	Identify and moderate their own feelings socially and emotionally	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 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.						
Managing Self	<i>Remember rules without needing an adult to remind them.</i> See themselves as a valuable individual.	Show resilience and perseverance in the face of challenge. Manage their own needs - Personal hygiene Know and talk about the different factors that support their overall health and wellbeing: <table><tr><td>regular physical activity</td><td>healthy eating</td><td>tooth brushing</td></tr><tr><td>sensible amounts of 'screen time'</td><td>having a good sleep routine</td><td>being a safe pedestrian</td></tr></table>	regular physical activity	healthy eating	tooth brushing	sensible amounts of 'screen time'	having a good sleep routine	being a safe pedestrian	Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
regular physical activity	healthy eating	tooth brushing							
sensible amounts of 'screen time'	having a good sleep routine	being a safe pedestrian							





Personal, Social and Emotional Development

Long Term Plan 2024-2025



The knowledge, skills, understanding and planned experience gained by the end of the Reception year.

	Autumn Term		Spring Term		Summer Term	
Building Relationships	<i>Develop their sense of responsibility and membership of a community.</i> Build constructive and respectful relationships.		Build constructive and respectful relationships. Think about the perspectives of others.		Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.	
Jigsaw Coverage	Being Me in My World:	Celebrating Difference:	Dreams and Goals:	Healthy Me:	Relationships:	Changing Me:
	○ Covering self-Identity ○ Understanding feelings ○ Being in a classroom ○ Being gentle ○ Rights and responsibilities	○ Identifying talents ○ Being special ○ Families ○ Where we live ○ Making friends ○ Standing up for yourself	○ Challenges ○ Perseverance ○ Goal-setting ○ Overcoming obstacles ○ Seeking help ○ Achieving goals	○ Exercising ○ Physical activity ○ Healthy food ○ Sleep ○ Keeping clean ○ Safety	○ Family life ○ Friendships ○ Breaking friendships ○ Falling out ○ Being a good friend	○ Bodies ○ Growing up ○ Growth and change ○ Fun and fears ○ Celebrations





Physical Development

Long Term Plan 2024-2025



STATUTORY EDUCATIONAL PROGRAMME:

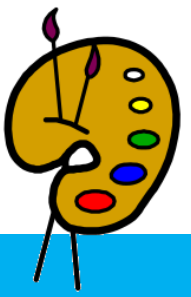
Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and

	Autumn Term	Spring Term	Summer Term								
Gross Motor Skills	<i>Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</i>	Progress towards a more fluent style of moving, with developing control and grace.	Negotiate space and obstacles safely, with consideration for themselves and others.								
	Revise and refine the fundamental movement skills they have already acquired:	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.	Demonstrate strength, balance and coordination when playing.								
	<table><tr><td>rolling</td><td>crawling</td><td>walking</td><td>jumping</td></tr><tr><td>hopping</td><td>skipping</td><td>climbing</td><td>running</td></tr></table>	rolling	crawling	walking	jumping	hopping	skipping	climbing	running	Combine different movements with ease and fluency.	Move energetically, such as:
	rolling	crawling	walking	jumping							
	hopping	skipping	climbing	running							
Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.	<table><tr><td>running</td><td>jumping</td><td>dancing</td></tr><tr><td>hopping</td><td>skipping</td><td>climbing</td></tr></table>	running	jumping	dancing	hopping	skipping	climbing			
running	jumping	dancing									
hopping	skipping	climbing									
Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	Develop overall body-strength, balance, co-ordination and agility.										
		Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.									

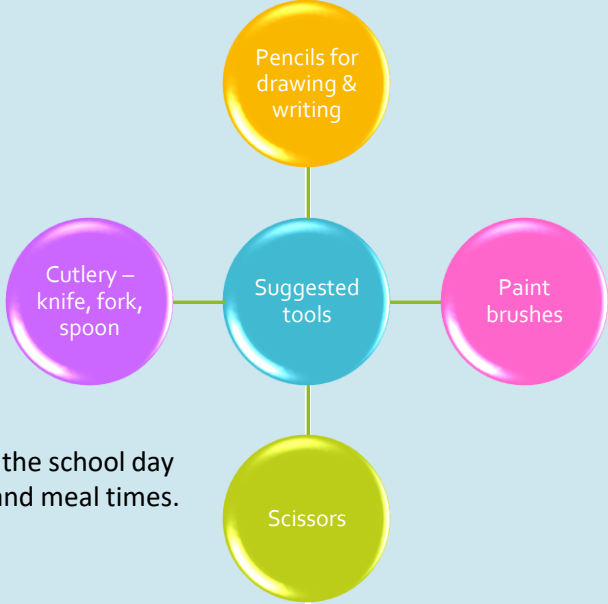


Physical Development

Long Term Plan 2024-2025



The knowledge, skills, understanding and planned experience gained by the end of the Reception year.

	Autumn Term	Spring Term	Summer Term
Fine Motor Skills	<i>Show preference for a dominant hand</i> Develop their small motor skills so that they can use a range of tools competently, safely and confidently.  Further develop the skills they need to manage the school day successfully, for example: lining up & queuing and meal times.	Develop the foundations of a handwriting style which is fast, accurate and efficient.	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing. 



Literacy

Long Term Plan 2024-2025



STATUTORY EDUCATIONAL PROGRAMME:

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

	Autumn Term	Spring Term	Summer Term
Word Reading	<i>Develop their phonological awareness, so that they can:</i> - spot and suggest rhymes - count and clap syllables - recognise words with same initial sound Read a few common exception words matched to the school's phonic programme. Read individual letters by saying the sounds for them.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read some letter groups that each represent one sound and say sounds for them. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.	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 knowledge, including some common exception words.
Comprehension	<i>Engage in extended conversations about stories, learning new vocabulary.</i> Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment	Re-read 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.



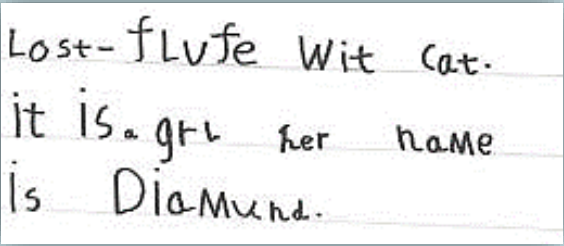


Literacy

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The knowledge, skills, understanding and planned experience gained by the end of the Reception year.

	Autumn Term	Spring Term	Summer Term
Writing	<i>Write some letters accurately.</i> <i>Write some or all of their name.</i> Able to write the initial sounds in words. 	Re-read what they have written to check that it makes sense. Spells CVC words by identifying the sounds and then writing the sound with letter/s.	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. Write simple phrases and sentences that can be read by others. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Form lower-case and capital letters correctly.
Handwriting	Handle equipment and tools effectively, including pencils for writing. Form lower-case and capital letters correctly. Know how to write the taught letters. Children write in print. 		Grammatical terminology: Letter Capital letter Full stop Word Sentence



Mathematics

Long Term Plan 2024-2025



STATUTORY EDUCATIONAL PROGRAMME:

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

	Autumn Term	Spring Term	Summer Term
Number	<i>Solve real world mathematical problems with numbers up to 5.</i> Subitise. Link the number symbol (numeral) with its cardinal number value.	Compare numbers. Explore the 'one more than/one less than' relationship between consecutive numbers. Explore the composition of numbers to 10.	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns	<i>Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5.</i> Count objects, actions and sounds. Continue, copy and create repeating patterns.	Count beyond 10.	Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.





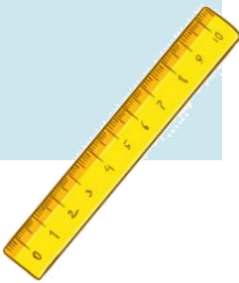
Mathematics

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	Autumn Term	Spring Term	Summer Term
Shape/Space	Talk about and explore 2D & 3D shapes (e.g., circles, rectangles, triangles and cuboids) using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round' Compare length, weight and capacity. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.	Compose and decompose shapes so that children recognise a shape can have other shapes within it.	





Understanding the World

Long Term Plan 2024-2025



STATUTORY EDUCATIONAL PROGRAMME:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

	Autumn Term	Spring Term	Summer Term
Past and Present	<i>Comments on recent pictures of experiences in their own life. "This was me at the farm..."</i> Talk about members of their immediate family and community. Comment on images of familiar situations in the past.	Name and describe people who are familiar to them. Compare and contrast characters from stories, including figures from the past.	Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, 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.
People, Culture and Communities	<i>Know that there are different countries in the world and talk about the difference they have experienced or seen in photos.</i> Draw information from a simple map. Understand that some places are special to members of their community.	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.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.





Understanding the World

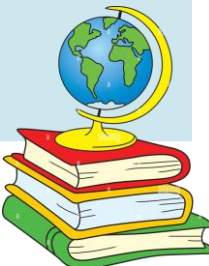
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	Autumn Term	Spring Term	Summer Term
The Natural World	<i>Explore and talk about different forces they can feel.</i> Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
Ongoing	Comment on what they notice about the environment where they live and understand the effect of the changing seasons on the natural world around them. Describe what they see, hear, and feel outside.		





Expressive Arts and Design

Long Term Plan 2024-2025



STATUTORY EDUCATIONAL PROGRAMME:

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

	Autumn Term	Spring Term	Summer Term
Creating with Materials	<i>Explore colour and colour-mixing.</i> Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive	<i>Create their own songs, or improvise a song around one they know.</i> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Explore and engage in music making and dance, performing solo or in groups. Develop storylines in their pretend play.	Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

