



Reception Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
End of Term Whole School Enrichment Weeks	Community Projects Week - Fundraising, helping those in need and improving the school and wider community	Celebration of Differences, Values, Freedoms and Cultures Week - Celebrations around the World and within our community	Inventions, Ideas Careers and Problems of the Future Week - STEAM, career and small business projects.	Our Planet, our World Week - Looking at sustainability, climate change, the enhancement and impact of humans on the Planet.	Creative and Expressive Arts Extravaganza Week - Working with local amateur and professional artists, musicians and actors.	What we have Learnt & Loved this Year Celebration Week - Children to work as a class, phase or year group and create a presentation that shares the best of their learning with teachers old and new.
Learning Themes	Families and Friends All about me and British Values	Celebrations and Celebrating difference Friendships, Language Local area Religion and culture.	Wider world Interventions Maps, Space/ Night and day/ Light. floating/ sinking	Happy healthy me People who help us. Healthy Me. Keeping safe .	Stories that rhyme Traditional tales. materials.(build 3 pigs house? Make a bridge for- Billy Goats Gruff. Transition (Julia Donaldson books)	Life Cycles and Growing Habitats/ Minibeasts.
Ongoing Whole School Enrichment Opportunities	School Council, School Leaders, Pupil Mentors, Prefects, Head Prefect and Deputy Prefect Elections, Planning, Implementation and Monitoring Meetings - Exploring pupil voice, power and rights to implement improvement.					





Year Group Enrichments Plans for the Term / Real Life Learning Opportunities	AUTUMN TERM	SPRING TERM	SUMMER TERM		
	Library - To promote- communication and language, comprehension and reading.	Church Visit- Weddings- symbols and signs.	Farm Visit		
Communication & Language	<p>Articulate their ideas and thoughts in well-formed sentences. Develop social phrases. Engage in storytime chatter.</p> <p>Settling in activities and carpet times. Nursery rhymes. The Colour Monster – moods and feelings. Adults modelling language throughout the day “Thank you!” “Good morning!” “How are you?” “Please could you pass me...?” Individual speech assessment.</p>	<p>Listen with sustained attention and respond appropriately, assimilating new vocabulary and ideas. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding.</p> <p>Links to festivals, children's experiences, talking about shared experiences. Songs – Nativity and Christmas songs. Listening to stories and developing vocabulary. Good listening skills. Sharing weekend news.</p>	<p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Connect one idea or action to another using a range of connectives.</p> <p>Listen to stories to build familiarity, understanding and increase vocabulary. Ability to speak in sentences using language to develop relationships. Retelling a story using story language. Asking how and why questions... Sharing Christmas holiday news</p>	<p>Listen with sustained attention and use questions and comments to clarify understanding. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Sustained focus when listening to a story.</p> <p>Describing events in detail using connectives. Understanding and using question words such as what, where, who... Sharing weekend news.</p>	<p>Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Retelling stories with an increased knowledge of story language and vocabulary. Relate the stories they have listened in their lives and their role-play. Make up their own stories with beginning, middle and end.</p> <p>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. Sharing experiences from their lives using full sentences including use of past, present and future tenses.</p>



Physical	Forest School	BEAM	Locomotion: Walking	Health and Wellbeing	Dance: Nursery Rhymes	Games for Understanding
	Rules of forest school, sharing interests and establishing a plan of learning. Stories with a woodland theme - Gruffalo's Child Mini-beast hunt Den and shelter making Clay modelling Flint and steel making magic sparks Play cooking Key Vocabulary Story Language. Tree parts - branch, trunk, roots, twigs, joints. Limbs, leaves, vein, foliage.	BEAM, which stands for Balance, Education And Movement, will improve children's gross motor skills, particularly in Reception. It focuses on fundamental movement skills like balance, coordination, and body awareness through structured activities. BEAM is often used as an early intervention program to identify and address potential gross motor delays early on. Early intervention is crucial because gross motor skills are foundational for many other areas of development, including fine motor skills, cognitive skills, and social-emotional development. Key Vocabulary Balance: Maintaining equilibrium while standing, walking on a balance beam, or performing other movements. Coordination: The ability to move different body parts together smoothly and efficiently, such as in jumping, hopping, or throwing a ball. Body Awareness: Understanding where your body is in space and how it moves, which is crucial for posture and control. Core Strength: Essential for stability and movement. Crossing the Midline: The ability to move	Purpose: The unit of work will explore walking using different body parts in different directions, at different levels and at different speeds. Pupils will learn how to apply their walking skills into games. Key Vocabulary Defender: We are considered a 'defender' when we are trying to catch an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring. Walking: is a method of moving at a regular pace by lifting and placing down each foot in turn, never having both feet off the ground at once. Marching: is a method of moving in either a rhythmic or a route-step time. Marching is normally associated with the military and requires controlled and disciplined movements. Change of direction: means to change the pathway that we are orienting in. Space: is an open area on the pitch that is unoccupied by another pupil or a defender. Speed: is the ability to move parts of the body as quickly or as slowly as possible. Tag: is the method applied by the defender to stop an attacker from moving.	Purpose: The unit of work will introduce pupils to the concept of movement and exercise, understanding why our heart beats faster and our breathing gets quicker when we exercise. Pupils will be introduced to the purpose of a warm up and will start to appreciate that exercise makes us feel happier and better about ourselves. Key Vocabulary Exercise: Exercise is being physically active while playing a game or performing an activity. Movement: Is when our body changes position, place or posture. Heart: Our heart is a muscle that pumps blood around our body. Heartbeat: Our heartbeat is the regular movement or sound that our heart makes as it sends blood around our body. Breathing: Is the process of moving air into and out of our lungs. Oxygen: Is a gas that we breath into our lungs. Oxygen is our bodies energy. Warm Up: A warm-up is a short activity or exercise that is undertaken prior to a more intense physical activity or	Purpose: The unit of work will enable pupils to explore creating simple movement sequences that relate to specific words in different nursery rhymes. Pupils will add movements together to form sequences and begin to explore character movements with a partner. Key Vocabulary Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music. Rhythm: is a repeated pattern of movements or sounds. Beat: The beat is the basic unit of time used to count the notes of the music or sound that a dancer is moving to. Dancers usually move on the beats (counts 1,2,3,4). Moving: means using a variety of body parts to move around the space in a creative way. Control: means moving our bodies in time with the music, beat or sound. Timing: In dance, timing refers to moving to the beat of the music. Sequence: This is a combination of controlled movements that	Purpose: The unit of work will explore why we need to follow the rules and keep the score during a game. Pupils will learn how to apply very simple tactics for attacking and defending in games. Key Vocabulary Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aim of the game for the attackers is to score as many points as possible. Defender: We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring. Space: is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender. Rules: are a set of regulations or principles that govern a particular activity that ensure that the activity is played fairly and



		limbs across the body's center, important for tasks like reaching for something on the other side.		sport. The aim of a warm-up is to prepare our bodies both physical and mentally for more intense physical activity or a sport.	have been added together in a particular order. Tempo: refers to the speed or pace (fast or slow) that a dancer performs their movements.	safely. Tagging or Tag: is the method applied by the defending team to stop the attacker from moving. Sharing: to ensure that a game is played fairly pupils should be encouraged to share and take turns.
Literacy	<p>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).</p> <p>Read individual letters by saying the sounds for them. Blends known sounds to read CVC words. Retells stories using their own words.</p>	<p>Blends known sounds to read words. Recalls what has happened in a text and predicts what might happen next. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Read some letter groups that each represent one sound and say sounds for them. Forms lower-case and capital letters correctly. Spell CVC words by identifying the sounds and then writing the sound with letter/s.</p>	<p>Read a few common exception words. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p>	<p>Re-reads familiar books and in so doing, builds confidence, word recognition, fluency, understanding and enjoyment. Spell words by identifying the sounds and then writing the sound with letter/s. Re-reads what they have written to check that it makes sense.</p>	<p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Develops and refines written sentences which are legible and phonetically plausible.</p>
Literacy Writing	<p>Representing name and initial letter sounds. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Writing Names and Labels. Writing messages. Practising correct letter formation. Writes their name - copying it from a</p>	<p>Writing CVC words. Name writing. Labelling using initial sounds. Story scribing. Retelling stories in writing area. Sequencing the story. Practising correct letter formation. Copies adult 'writing behaviour' e.g. writing on a whiteboard, writing messages. Children building and recording simple CVC words.</p>	<p>Caption Writing and Tricky Words. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words. Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences/captions in a meaningful context. Create a storyboard. Practising correct letter formation. Children build CVC, CVCC words using known graphemes. Children recording</p>	<p>Begin to write simple sentences. 'Hold and write a caption/ sentence'. Creating own story maps, writing captions and labels, writing simple sentences. Writing short captions extending to sentences to accompany story maps. Labels and captions. Write a sentence. Ensuring correct letter formation. Children moving onto caption writing</p>	<p>Writing simple sentences. 'Hold and write a sentence'. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Write 2 sentences. Ensuring correct letter formation. All children are exposed to daily caption writing and</p>	<p>Writing simple sentences and phrases that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Write a character description. Write three sentences with beginning, middle and end. Using</p>



	<p>name card or and trying to write it from memory. Develop an awareness that writing communicates meaning. Gives meaning to marks they make. Has increasing control when making marks and drawing.</p>		<p>these. Use writing in their play. Extend to caption writing and sentence writing where necessary.</p>	<p>sentence writing.</p>	<p>simple sentence writing. Children extended to create a simple caption/ sentence e.g. it is a bus. Continue to build on knowledge of letter sounds in writing.</p>	<p>correct letter formation.</p>
<p>Reading Children will practice word reading during phonics lessons, in independent learning in the continuous provision, while reading their reading books and practicing their set HFW</p>	<p>Hear general sound discrimination and be able to orally blend and segment. (linked to Jolly Phonics)</p> <p>Read individual letters by saying the sounds for them.</p> <p>Develop phonological awareness to:</p> <p>Spot rhymes in familiar stories</p> <p>Recognise words with the same initial sound</p> <p>Linking sounds to letters.</p>	<p>Read individual letters by saying the sounds for them. (linked to Jolly Phonics)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read some common exception words</p> <p>Develop phonological awareness to:</p> <p>Count or clap syllables in words</p>	<p>Read individual letters by saying the sounds for them. (linked to Jolly Phonics)</p> <p>Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</p> <p>Read a few common exception words</p> <p>Develop phonological awareness to:</p> <p>Complete a rhyming string</p> <p>Begin to identify how many sounds are in a word</p>	<p>Read some letter groups that each represent one sound and say sounds for them. (linked to Jolly Phonics)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Develop phonological awareness to:</p> <p>Recognise and use rhyme in daily conversation</p>	<p>Read some letter groups that each represent one sound and say sounds for them. (linked to Jolly Phonics)</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Develop phonological awareness to:</p> <p>Recognise and use rhyme in daily conversation</p>	<p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read what they have written to check that it makes sense.</p> <p>ELG – .</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>

