



Our Lady & St Paul's R.C. Primary School,
A Voluntary Academy

"If I am without love, I am nothing." 1 Corinthians 13

Reception Long Term Plan 2023/2024

Autumn 1 All about Me!	Autumn 2 Terrific Tales!	Spring 1 Amazing Animals!	Spring 2 Come Outside!	Summer 1 Ticket to Ride!	Summer 2 Fun at the seaside!
<p>Communication and language</p> <p>Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Colour Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning" "How are you?"</p>	<p>Tell me a story! Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p>Tell me why! Using language well Ask how and why questions... Discovering Passions Retell a story with story language Story invention – talk it! Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.</p>	<p>Talk it through! Describe events in detail – time connectives Discovering Passions Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it? Sustained focus when listening to a story</p>	<p>What happened? Discovering Passions Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives.</p>	<p>Time to share! Show and tell Weekend news Discovering Passions Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Articulate their ideas in well formed sentences. Select books containing photographs and pictures, for example, places in different weather conditions and seasons</p>
<p>Personal, social and emotional development</p> <p>New Beginnings See themselves as a valuable individual. Being me in my world</p>	<p>Getting on and falling out. How to deal with anger Emotions Self - Confidence Build constructive and respectful relationships. Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it.</p>	<p>Good to be me Feelings Learning about qualities and differences Celebrating differences Identify and moderate their own feelings socially and emotionally. Encourage them to think about their own feelings and those of others by</p>	<p>Relationships What makes a good friend? Healthy me Random acts of Kindness Looking after pets Looking after our Planet Give children strategies for staying calm in the face of frustration.</p>	<p>Looking after others Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves and so on.</p>	<p>Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about</p>



Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals		giving explicit examples of how others might feel in particular scenarios	Talk them through why we take turns, wait politely, tidy up after ourselves and so on		the behaviour.
Physical- Fine Motor Threading, cutting, weaving, playdough, Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Fine Motor activities. Manipulate objects with good fine motor skills	Threading, cutting, weaving, playdough Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation Fine Motor activities. Develop muscle tone to put pencil pressure on paper	Threading, cutting, weaving, playdough, Encourage children to draw freely. Holding Small Items Button Clothing Cutting with Scissors Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control	Threading, cutting, weaving, playdough Forms recognisable letters most correctly formed Fine Motor activities. Hold pencil effectively with comfortable grip	Threading, cutting, weaving, playdough, Cut along a straight line with scissors Start to cut along a curved line, like a circle Draw a cross Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough Copy a square Begin to draw diagonal lines, like in a triangle Start to colour inside the lines of a picture Start to draw pictures that are recognisable Build things with smaller linking blocks, such as Duplo or Lego Fine Motor activities. Form letters correctly
Physical- Gross Motor Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting	Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts	Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance/ moving to music /Gymnastics/ Balance	Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.	Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music	Races - team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance
Literacy Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts	Retell stories related to events through: acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of	Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making.	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their	Stories from other cultures and traditions Retell a story with actions and or picture prompts as part of a group - Use story language when acting	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.



<p>about print:</p> <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - Sequencing familiar stories through the use of pictures to tell the story - Recognising initial sounds. <p>Name writing activities.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>stories. Editing of story maps and orally retelling new stories.</p> <p>Non-Fiction Focus Retelling of stories.</p> <p>Sequence story – use vocabulary of beginning, middle and end.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Enjoys an increasing range of books</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>Read a few common exception words matched to RWI.</p> <p>Make the books available for children to share at school and at home.</p>	<p>understanding and enjoyment.</p> <p>World Book Day</p> <p>Timeline of how plants grow.</p> <p>Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p> <p>Develop their own narratives and explanations by connecting ideas or events</p>	<p>out a narrative.</p> <p>Rhyming words.</p> <p>Parents reading stories</p> <p>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story.</p> <p>May include labels, sentences or captions.</p>	<p>Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead.</p> <p>Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Sort books into categories</p>
<p>Maths</p> <p>Early Mathematical Experiences</p> <p>Counting rhymes and songs</p> <p>Classifying objects based on one attribute</p> <ul style="list-style-type: none"> •Matching equal and unequal sets •Comparing objects and sets. <p>Subatising.</p> <ul style="list-style-type: none"> •Ordering objects and sets / introduce manipulatives. Number recognition. <p>Pattern and early number</p> <p>Recognise, describe, copy and extend colour and size patterns</p> <ul style="list-style-type: none"> •Count and represent the numbers 1 to 3 •Estimate and check by counting. <p>Recognise numbers in the environment.</p> <p>A number a week.</p>	<p>Numbers within 6</p> <p>Count up to six objects.</p> <ul style="list-style-type: none"> •One more or one fewer •Order numbers 1 – 6 •Conservation of numbers within six <p>Addition and subtraction within 6</p> <p>Explore zero</p> <ul style="list-style-type: none"> •Explore addition and subtraction <p>Measures</p> <p>Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Shape and sorting</p> <p>Describe, and sort 2-D & 3- D shapes</p> <ul style="list-style-type: none"> •Describe position accurately <p>Calendar and time</p> <p>Days of the week, seasons</p> <ul style="list-style-type: none"> •Sequence daily events 	<p>Numbers within 10</p> <p>Count up to ten objects</p> <ul style="list-style-type: none"> •Represent, order and explore numbers to ten •One more or fewer, one greater or less <p>Addition and subtraction within 10</p> <p>Explore addition as counting on and subtraction as taking away</p> <p>Numbers within 15 Count up to 15 objects and recognise different representations</p> <ul style="list-style-type: none"> •Order and explore numbers to 15 •One more or fewer 	<p>Grouping and sharing</p> <p>Counting and sharing in equal groups</p> <ul style="list-style-type: none"> •Grouping into fives and tens •Relationship between grouping and sharing <p>Numbers within 20</p> <p>Count up to 10 objects</p> <ul style="list-style-type: none"> •Represent, order and explore numbers to 15 •One more or fewer <p>Doubling and halving</p> <p>Doubling and halving & the relationship between them</p>	<p>Shape and pattern</p> <p>Describe and sort 2-D and 3-D shapes</p> <ul style="list-style-type: none"> •Recognise, complete and create patterns <p>Addition and subtraction within 20</p> <p>Commutativity</p> <ul style="list-style-type: none"> •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving <p>Money Coin</p> <p>recognition and values</p> <ul style="list-style-type: none"> •Combinations to total 20p •Change from 10p <p>Measures</p> <p>Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>	<p>Depth of numbers within 20</p> <p>Explore numbers and strategies</p> <ul style="list-style-type: none"> •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards <p>Numbers beyond 20 One more one less</p> <ul style="list-style-type: none"> •Estimate and count •Grouping and sharing
<p>Understanding of the world</p> <p>Identifying their family.</p> <p>Commenting on photos of their family; naming who they can see and of what relation they are to them.</p>	<p>Can talk about what they have done with their families during Christmas' in the past.</p> <p>Show photos of how Christmas used to be celebrated in the past.</p>	<p>Listening to stories and placing events in chronological order.</p> <p>What can we do here to take care of animals in the jungle?</p> <p>Compare animals from a jungle</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p>	<p>Use Handa's Surprise to explore a different country.</p> <p>Discuss how they got to school and what mode of transport they used.</p> <p>Introduce the children to a range</p>	<p>To understand where dinosaurs are now and begin to understand that they were alive a very long time ago.</p> <p>Learn about what a</p>



<p>Can talk about what they do with their family and places they have been with their family.</p> <p>Can draw similarities and make comparisons between other families.</p> <p>Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction.</p> <p>Talk about members of their immediate family and community.</p> <p>Navigating around our classroom and outdoor areas.</p> <p>Create treasure hunts to find places/ objects within our learning environment.</p> <p>Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Long ago – How time has changed.</p> <p>Using cameras</p>	<p>Use world maps to show children where some stories are based.</p> <p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p> <p>Share different cultures versions of famous fairy tales.</p> <p>To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p> <p>Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>to those in the arctic.</p> <p>Explore a range of jungle animals. Learn their names and label their body parts.</p> <p>Could include a trip to the zoo.</p> <p>Nocturnal Animals</p> <p>Making sense of different environments and habitats</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>Introduce the children to recycling and how it can take care of our world.</p> <p>Look at what rubbish can do to our environment and animals.</p> <p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Can children make comments on the weather, culture, clothing, housing.</p> <p>Change in living things –</p> <p>Changes in the leaves, weather, seasons,</p> <p>Explore the world around us and see how it changes as we enter Summer.</p> <p>Provide opportunities for children to note and record the weather.</p> <p>Building a 'Bug Hotel'</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p> <p>Use the BeeBots</p>	<p>of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country.</p> <p>Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps.</p> <p>Encourage the children to use navigational language.</p> <p>Can children talk about their homes and what there is to do near their homes?</p> <p>Look out for children drawing/painting or constructing their homes.</p> <p>Encourage them to comment on what their home is like.</p> <p>Show photos of the children's homes and encourage them to draw comparisons.</p> <p>Environments – Features of local environment</p> <p>Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Introduce the children to NASA and America.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born.</p> <p>Can children differentiate between land and water.</p>	<p>palaeontologist is and how they explore really old artefacts.</p> <p>Introduce Mary Anning as the first female to find a fossil.</p> <p>Materials: Floating / Sinking – boat building Metallic / nonmetallic objects</p> <p>Seasides long ago – Magic Grandad</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
<p>Expressive arts and design</p> <p>Encourage children to listen attentively to music.</p> <p>Discuss changes and patterns as a piece of music develops</p> <p>Join in with songs; Beginning to mix colours,</p> <p>Join in with role play games and use</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p>	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making</p>	<p>Design and make rockets.</p> <p>Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it /</p> <p>Encourage children to create their</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Paper plate jellyfish</p> <p>Puppet shows:</p> <p>Provide a wide range of props for play which encourage imagination.</p>



<p>resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did.</p> <p>Julia Donaldson songs</p> <p>Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p>	<p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations</p> <p>Role Play of The Nativity</p>	<p>they need to assemble materials that they are using e.g creating animal masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>houses.</p> <p>Pastel drawings, printing, patterns on Easter eggs, Life cycles,</p> <p>Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts</p> <p>Home Corner role play Artwork themed around Eric Carle / The Seasons – Art Provide a wide range of props for play which encourage imagination</p>	<p>own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>
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