

Our Lady's Catholic Primary School



Reception Long Term Plan 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><i>Marvellous Me</i></p> <p><i>Child Initiated</i></p>	<p><i>Autumn Days</i></p> <p><i>Child Initiated</i></p>	<p><i>All Creatures Great and Small</i></p> <p><i>Child Initiated</i></p>	<p><i>All Creatures Great and Small</i></p> <p><i>Child Initiated</i></p>	<p><i>Let's Grow</i></p> <p><i>Child Initiated</i></p>	<p><i>Under and Over the Sea</i></p> <p><i>Child Initiated</i></p>
Themes	<p>Marvellous Me</p> <p>New School</p> <p>Harvest</p> <p>Autumn – Seasonal Changes</p>	<p>Autumn – Hibernating</p> <p>Evergreen and Deciduous Trees</p> <p>Bonfire Night</p> <p>Christmas</p>	<p>Winter – Seasonal Changes</p> <p>Arctic Animals</p> <p>Nocturnal Animals</p> <p>Chinese New Year</p> <p>Castles</p> <p>Old and New buildings</p>	<p>Dinosaurs</p> <p>Fossils</p> <p>African Animals</p> <p>Habitats</p> <p>Life cycles</p>	<p>Spring – Seasonal Changes</p> <p>Plants & Flowers</p> <p>Planting seeds</p> <p>Make a sculpture: Andy Goldsworthy</p> <p>Reduce, Reuse & Recycle</p> <p>Human Bodies</p> <p>Being Healthy</p>	<p>Under the sea</p> <p>Off on holiday / clothes</p> <p>Send me a postcard!</p> <p>Marine life</p> <p>Fossils – Mary Anning</p> <p>Seasides in the past</p> <p>Compare: Now and then!</p> <p>Seaside art</p> <p>Coral Reef A</p> <p>Pirates</p> <p>Lighthouses</p> <p>Protect the Seas!</p>
Wow Moments	<p>Video for Parents – My Super Power</p> <p>Harvesting apples for apple pie</p> <p>Harvest Assembly</p> <p>Visit from Policeman/Firefighter</p> <p>Planting vegetables for summer</p>	<p>Trip to Queenswood</p> <p>Trip to Dinmore Christmas Tree Farm</p> <p>Nativity Play</p> <p>Christmas Party</p> <p>Reindeer Visit</p>	<p>Chinese New Year</p> <p>Food tasting – different cultures</p> <p>Chinese Dragon Parade</p> <p>Shrove Tuesday</p> <p>Trip to Raglan Castle</p>	<p>Reptiles Experience</p> <p>West Midlands Safari Park</p> <p>Easter Egg Hunt</p> <p>Mothers Day</p>	<p>Chicks</p> <p>Visit to Pick your own Strawberry Farm</p> <p>Planting flowers</p>	<p>Trip to Seaside</p> <p>Sports Day</p>
Communication and Language	<p><i>Back and forth interactions, Language rich environment, New vocabulary, Reading frequently, Active engagement in stories, Rhymes and non-fiction, Role play, Sharing ideas, Modelling language structure</i></p> <p><i>C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, stories, singing, speech and language interventions, EYFS productions, assemblies and responsive conversations.</i></p>					

	<p>Talking about experiences that are familiar to them. Making friends Sharing facts about themselves Sharing stories Shared songs and rhymes Model talk routines through the day Use talk to organise themselves through play Familiar Print Mood monsters</p>	<p>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>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>Describe events in detail – time conjunctions 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>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>Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate current topic. Select books containing photographs and pictures.</p>
Personal, Social and Emotional Development	<p><i>Crucial to lead happy and healthy lives, Shape social world, Strong, warm and supportive relationships with adults, Understand own feelings and those of others, Manage emotions, Develop positive sense of self, Set simple goals, Have confidence in own abilities, Perseverance, Look after bodies, Eat Healthily, Cooperate and resolve conflicts</i></p>					
	<p>New Beginnings See themselves as a valuable individual Being me in my world Class Rules and Routines Supporting children to build relationships Dreams and Goals</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 giving explicit examples of how others might feel in particular scenarios Looking after pets</p>	<p>What makes a good friend? Healthy me Random acts of Kindness Looking After our Planet Give children strategies for staying calm in the face of frustration. Talk them through why we take turns, wait politely, tidy up after ourselves and so on</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 loosing 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 the behaviour.</p>
Physical Development	<p><i>Happy, healthy, active lives, Strength, co-ordination, positional awareness, Core strength, stability, balance, spatial awareness, Hand-eye coordination, Links to early literacy, Proficiency, control and confidence</i></p>					
	<p>Threading, cutting, weaving, playdough Finger gym Draw lines and circles using gross motor movements Using small tools - scissors, cutlery, toothbrush, comb Hold pencil/paintbrush beyond whole hand grasp Pencil grip Identify dominant hand</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper 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.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross.</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly 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</p>

Gross Motor		Teach and model correct letter formation.				
	Cooperation games i.e. parachute Climbing Different ways of moving Carrying Lifting Digging Use large-muscle movements to wave flags and streamers, paint and make marks. Changing for PE Regular reminders about good personal hygiene and healthy eating Regular handwashing and toileting	Ball skills- throwing and catching. Crates play Climbing. Skipping ropes 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	<i>Life-long love of reading, develop language comprehension and word reading, talk with children about the world around them and the books they read with them, enjoy rhymes, poems and songs together, decoding, transcription and composition.</i>					
	Comprehension Joining in with rhymes Wheels on the Bus Head Shoulders Knees and Toes Show an interest in stories Environment Print Understand the five key concepts about print Sequencing familiar stories through the use of pictures to tell the story Recognising initial sounds Extended conversations about stories Learn new vocabulary – vocabulary ninja	Retell stories through acting/role play. Retelling stories using images / apps. Actions to retell the story – Story Maps. Editing of story maps and orally retelling new stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter– sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to RWI. Make the books available for children to	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 understanding and enjoyment. Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of	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 out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.	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. Make predictions Beginning to understand difference between fiction and non-fiction. Can point to front cover, back cover, spine, blurb, illustration,

Word Reading			share at school and at home. Avoid asking children to read books at home they cannot yet read World Book Day activities	books. They develop their own narratives and explanations by connecting ideas or events.	Role play area – book characters	illustrator, author and title. Sort books into categories.
	Little Wandle Phonics Phase 2 Graphemes s a t p i n m d g o c k c k e u r h b f l Tricky Words is I the	Little Wandle Phonics Phase 2 Graphemes ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) Tricky Words put pull full as and has his her go no to into she push he of we me be	Little Wandle Phonics Phase 3 Graphemes ai ee igh oa oo oo ar or ur ow oi ear air er • words with double letters • longer words Tricky Words was you they my by all are sure pure	Little Wandle Phonics Phase 3 Graphemes Review Phase 3 • words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words • words with s /z/ in the middle • words with –s /s/ /z/ at the end • words with –es /z/ at the end Tricky Words Review all taught so far	Little Wandle Phonics Phase 4 Short vowels with adjacent consonants • CVCC CCVC CCVCC CCCVC CCCVCC • longer words and compound words • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est Tricky Words said so have like some come love do were here little says there when what one out today	Little Wandle Phonics Phase 4 Phase 3 long vowel graphemes with adjacent consonants • CVCC CCVC CCCVC CCV CCVCC • words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est • longer words Tricky Words Review all taught so far
	Drawing Club We're Going on a Bear Hunt Three Little Pigs The Colour Monster Goldilocks and the Three Bears Not Now Bernard	Drawing Club Room on the Broom Hansel and Gretel Billy and the Beast The Magic Porridge Pot The Christmas Pine The Gingerbread Man	Drawing Club Lost and Found Billy Goats Gruff Penguin Chicken Licken Would you rather? The Hairy Toe	Fantastic Foundations Where the Wild Things Are Fact File T.Rex Non-Chron Report Safari Park	Fantastic Foundations Jack and the Jellybean Stalk Instructions How to grow a beanstalk Thank you Letter Visit to the Strawberry Farm	Fantastic Foundations Rainbow Fish Postcard Greetings from the Seaside Poster Save our Oceans

Writing

Maths	<p><i>Strong grounding in number, count confidently, deep understanding of numbers to 10, relationships and patterns between them, use of manipulatives, tens frames and pebbles for organising counting. Secure base of knowledge and vocabulary builds mastery. Rich opportunities to develop spatial reasoning. Develop positive attitudes and interests in mathematics. Look for patterns and relationships, spot connections, have 'a go', talk to adults and peers and not be afraid to make mistakes.</i></p>					
	<p>Mastering Number Subitising Counting, cardinality and ordinality Composition Comparison Shape, space, measure, pattern</p>	<p>Mastering Number Subitising Counting, cardinality and ordinality Composition Comparison Shape, space, measure, pattern</p>	<p>Mastering Number Subitising Counting, cardinality and ordinality Composition Comparison Shape, space, measure, pattern</p>	<p>Mastering Number Subitising Counting, cardinality and ordinality Composition Comparison Shape, space, measure, pattern</p>	<p>Mastering Number Subitising Counting, cardinality and ordinality Composition Comparison Shape, space, measure, pattern</p>	<p>Mastering Number Subitising Counting, cardinality and ordinality Composition Comparison Shape, space, measure, pattern</p>
Understanding the World	<p><i>Make sense of their physical world and community. Children's personal experience increases their knowledge and sense of the world around them. Listening to a broad selection of stories, non-fiction, rhymes and poems. Enriching and widening vocabulary will support later reading comprehension.</i></p>					
	<p>Identifying their family. 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 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>Explore people who help us and their jobs in our society.</p> <p>Harvest</p>	<p>Notice signs of Autumn</p> <p>Hibernating Animals – Hedgehog</p> <p>Evergreen and Deciduous Trees</p> <p>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>Use world maps to show children where Father Christmas lives and how Christmas is celebrated in different parts of the world.</p>	<p>Signs of winter</p> <p>Use maps to identify the Arctic and Antarctic and which animals live there.</p> <p>Polar Bears and Penguins</p> <p>Nocturnal Animals</p> <p>Chinese New Year</p> <p>China: Country Study</p> <p>Castles – places change over time</p>	<p>Carnivores, Omnivores and Herbivores</p> <p>Dinosaurs – T.Rex</p> <p>Volcanoes</p> <p>How do we learn about animals in the past – Fossils.</p> <p>Reptiles and mammals</p> <p>Kenya and UK comparison</p> <p>Habitats</p>	<p>Introduce the children to recycling, 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>Plant vegetables and flowers.</p> <p>Explore the world around us and see how it changes as we enter Summer.</p> <p>Planting seeds and watching the changes.</p> <p>Collect seeds from fruit and vegetables.</p> <p>Look at what happens for fruit and vegetables when they decay.</p> <p>Children will observe eggs in the incubator and count down till they hatch. They will</p>	<p>Compare – Seaside Then and Now</p> <p>Lighthouses</p> <p>Marine Life – The Shark</p> <p>Coral Reef</p> <p>Boats: Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Use bee-bots on simple maps.</p> <p>Protecting our Oceans</p>

					<p>learn about the parts of the chick and technical vocabulary. They will learn the Life –cycle of a hen.</p> <p>Life cycle of a plant</p> <p>Life cycle of a human</p> <p>The Human Body</p> <p>Healthy eating</p>	
Expressive Arts and Design	<p><i>Imagination and creativity, regular opportunities to engage with the arts, explore and play with a wide range of media and materials. Develops understanding, self-expression, vocabulary and an ability to communicate through the arts. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.</i></p>					
	<p>Join in with songs</p> <p>Beginning to mix colours</p> <p>Join in with role play games</p> <p>Use resources available for props</p> <p>Build models using construction equipment</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing. – Out of the Ark</p> <p>Self-portraits</p> <p>Take picture of children's creations and record them explaining what they did.</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. Superhero capes.</p> <p>Harvest Art</p>	<p>Use different textures and materials to make houses for the three little pigs.</p> <p>Design and create a hibernation home for the hedgehog.</p> <p>Tchaikovsky - Dance of the Sugar Plum Fairy</p> <p>Grieg – In the Hall of the Mountain King</p> <p>Listen to music and make their own dances in response.</p> <p>Firework Art – 3D Rockets</p> <p>Poppy Art</p> <p>Christmas decorations, cards</p> <p>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 of The Nativity</p>	<p>Winter and night pictures.</p> <p>Making snowflakes</p> <p>Penguin models</p> <p>Designing winter clothes</p> <p>Chinese lanterns/calligraphy</p> <p>Chinese Dragon Parade Models</p> <p>Chinese music and composition</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Flight Of The Bumblebee - Rimsky-Korsakov</p>	<p>Make different textures; make patterns using different colours</p> <p>Salt Dough Fossils</p> <p>Dinosaur Skeleton Art</p> <p>Kenyan Art</p> <p>Pastel drawings, printing, patterns on Easter eggs, Easter gardens and Easter Bonnets.</p> <p>Flowers-Sun Mother's Day crafts</p> <p>Learn a traditional African song and dance and perform it /</p> <p>Encourage children to create their own music in the style of African traditional music.</p> <p>Design and create traditional African clothes patterns.</p> <p>Art Study of African Tribal Art</p>	<p>Children will explore ways to protect the growing of plants by designing and making scarecrows.</p> <p>Drawing of flowers and vegetables.</p> <p>Artwork themed around Eric Carle / The Seasons</p> <p>Vivaldi – The Four Seasons. Listen to music and make their own music in response.</p> <p>Deign a healthy lunch to take on our picnic</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs and models</p> <p>Paper plate jellyfish</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts,</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p> <p>Coral Reef Art</p> <p>Pirate Maps</p>

	Vegetable Stamping Vegetable Clay models Drawing vegetables					
Religion Come and See	Domestic Church – Family Baptism/Confirmation – Belonging	Advent/Christmas - Loving	Local Church – Community Eucharist - Relating	Lent – Easter	Pentecost – Serving Reconciliation – Interrelating	Our World