

Long Term Yearly Plan 2023-2024 - RECEPTION

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme	Adventure Land	The Night Sky	Food	Travel and Transport	Story Land	A Journey Through Time
Topic focus books and songs	Ruby's Worry Layla's Happiness The Dot Story Path Pick a story ABC Nursery Rhymes Tidy up song	Alien Loves Underpants Meet the Planets Non-fiction books Space Songs – The Planet Song Story bots planet songs	The Gruffalo Little Red Hen The Birthday Invitation – Lucy Rowland Amy Wu and the Patchwork Dragon Vegetable Song Do you like....	Coming to England (Wind rush) My Granny went to Market My Ship rolls over the Ocean	Diversity focus – Cinderella, Snow White Little Red On the Way Home Story songs	Fossils Ten Little Dinosaurs Story bots – dinosaur raps
Key vocabulary Pupil Voice	Seasons Autumn Adventure Story Story map Characters Setting Event Once upon a time The end	Diwali Channukah Christmas Fireworks Space Planets – Earth Darkness/Light Shadows Moon	Seasons Countries Healthy Unhealthy Lunar New Year Diet Tasting Supermarket Continents Banquet Stir-fry Chopsticks Cutlery	Mother's Day Ramadan/Eid Transport Bus, Car, Coach, Aeroplane, Van, Train Vehicle Journey Destination Adventure	Traditional tales Title Characters Fiction Hero Villain Setting Predict Sentence opener Beginning/middle/end	Dinosaurs Extinct Time Past Present Future Yesterday Today Tomorrow Transition Career/job

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Parental Involvement (including Showcase)	Learning through play RWI Tapestry RWI Parent Workshop	Maths workshop Christmas performance (showcase)	Families to bring in cultural foods and share with the children – Global Goals Food around the world	Tapestry – transport videos (e.g. junk modelling)	Invite parents to come in and read stories	Transition afternoon - (reading stories/ice lollies)
Stunning Start	Adventure Land: Children bring in their favourite toy to spark conversation about their interests- create a story map using this	Darkness day – explore light/dark (e.g. shadows) Mini stunning start: Space Day – dress up as aliens with an ‘invasion’	Food tasting – other cultures. Chn share food from home culture (with flags/info) to taste.	Aeroplane drama workshop Each area is set up as part of the airport journey (e.g. passport control, security, packing a suitcase)	Fairy-tale day – now press play Goldilocks/Little red riding hood. Dress up and rotate classrooms	Dinosaurs
Trips/Cultural Capital	Autumn Walk – collecting autumn treasures (Montesole Park) Now Press Play - weather	Now Press Play – Space Perform Drama workshop – outer space Visit to St Edmunds Church focus Christmas	Tesco Trip Link to sustainability/food banks (global goals) and Lunar New Year - Look at where food comes from e.g. dishes/fruit	Now Press Play - Transport Trip to Ruislip Lido (train/bus)	Parents reading stories - free flow (hot chocolate in hall/Reception classes). Both: Perform workshop – based on a popular book	End of year trip (to plan) After school stories session (in quad - ice lollies, bunting, cushions). Nursery meet new teachers Now Press play - Dinosaurs

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<p>Planned activities and projects</p>	<p>Painting portraits Andy Goldsworthy art using Autumn materials</p> <p>Black history art project</p>	<p>Alien play-dough/mixed media</p> <p>Christmas costumes – Mixed media (Bubble wrap, shiny material, newspaper, sand)</p> <p>Rangoli patterns for Diwali</p> <p>Poppies for Remembrance Day</p> <p>Sustainability week</p>	<p>Food from around the world (Global Goals)</p> <p>Cook stir fry with Pablum</p> <p>Lunar New Year lanterns</p>	<p>Transport/road safety workshop</p> <p>Mixed Media (collage art)– modes of transport for your adventure</p>	<p>Castles/knights - past/present</p> <p>Earth Day</p>	<p>Father's Day</p>
<p>Showcase and shared outcomes</p>	<p>Create a class story map for Adventure Land – photo for Tapestry</p> <p>Shared Story maps with class</p>	<p>Christmas performance</p> <p>Christmas performance to parents - hall</p>	<p>Cooking for the banquet!</p> <p>Invite lunch team to banquet</p>	<p>Transport - design and create transport (Oracy video)</p> <p>Transport Showcase</p>	<p>Children to write own fairy-tales using story language</p> <p>Children's work will be displayed on board to showcase their fairy tale stories.</p>	<p>Oracy speeches – linked to Year 1</p> <p>Oracy speeches on reports</p>
<p>Curricular Goals</p>	<p>1. Washing hands 2. Tidying up</p>	<p>1. Getting changed ; -coats and zips -clothes and shoes (for Christmas performance)</p>	<p>1. Using cutlery to eat 1. Brushing teeth (using thing link- to model showing a 3D teeth model)</p>	<p>2. Who am I (surnames and google earth homes)</p>	<p>1. TBD based on reviewing their needs (Tidying up, technology)</p>	<p>1. Getting changed (part two) for Splash day - review</p>

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<p>Communication and Language (Key questions)</p>	<p>Tell me about your favourite toys. Why is it your favourite?</p> <p>Learning and using new vocabulary – object, pictures, photographs</p> <p>Engage in story times, read and share familiar stories, repetition, rhymes and songs</p> <p>Focusing attention and follow directions</p>	<p>What is the difference?</p> <p>Learning and using new vocabulary Engage in non-fiction stories, extend knowledge of world around them</p> <p>Begin to segment and blend</p> <p>Asking and responding to how and why questions</p> <p>Range of books in classrooms - diversity books</p>	<p>Where does your food come from? What is your favourite food?</p> <p>Form well thought out and formed sentences – use new vocabulary, open ended questions</p> <p>Talking about favourite book, sharing ideas, asking and answering questions to different people, hot seating</p>	<p>How can we travel?</p> <p>Use connectives to put ideas together – and/because</p> <p>Engage in non-fiction stories, extend knowledge of world around them</p> <p>Range of books in classrooms</p>	<p>How would you start your story? How do you end your story?</p> <p>Engage in non-fiction stories, extend knowledge of world around them</p> <p>Segment and blend Reading with expression</p> <p>Follow instructions with several ideas – two and three part Instructions</p>	<p>What did you do yesterday? What do you want to be when you grow up?</p> <p>Retelling stories – using exact vocabulary, repetition, link to stories read at home</p> <p>Tenses – future</p> <p>Range of books in classrooms</p>
<p>Links to Year 1</p>	<p style="text-align: center;">Use relevant strategies to build vocabulary Speaking audibly and fluency, good command of English language Attend and build on contributions of others Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read these books to build up their fluency and confidence in word reading. Joining clauses by using ‘and’</p>					
<p>PP focus objectives</p>	<p style="text-align: center;">Understand how to listen carefully Articulate ideas Use talk to help organise thinking Engage in story times</p>					

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PSED	<p>Rules and expectations Feeling Beans – self regulations, managing feelings, what to do</p> <p>Building constructive and respectful relationships</p>	<p>Adapting to changing rules and situations Expressing own feelings and considerations for others</p> <p>Showing resilience and moderating feelings due to change in situation</p>	<p>Self-confidence and self-awareness Thinking about perspective of others Morals of story – right and wrong</p>	<p>Independence within activities Moderating behaviour – strategies and feelings</p>	<p>Organising own activity Health and well being</p>	<p>Change and transitions Positive relationships Setting own goals and achieving them</p>
Links to Year 1	<p>Maintain attention, collaborative conversations Discussions, presentations, performances, role play, debates Listen and respond appropriately to adult and peers</p>					
PP focus objectives	<p>Identify and moderate their own feelings socially and emotionally Express their feelings Manage their own needs Build constructive and respectful relationships</p>					
PD Complete PE	<p><i>Dance</i></p> <p>Nursery Rhymes (week 4 onwards)</p>	<p><i>Dance</i></p> <p>Dinosaurs</p>	<p><i>Gym</i></p> <p>Moving</p>	<p><i>Ball Skills</i></p> <p>Hands 2</p>	<p><i>Ball Skills</i></p> <p>Feet 1</p>	<p><i>Attack Vs Defence</i></p> <p>Games for Understanding</p>
	<p>Dance – Nursery Rhymes The focus of the learning is to explore different movements using different parts of the body.</p>	<p>Dance – Dinosaurs Moving with control Adding movements together Responding to rhythm in character Adding expression to our characters' (dinosaur) movements</p>	<p>Gymnastics – Moving Explore moving and making shapes using different body parts Explore moving in different directions Explore big and small ways of moving and making shapes</p>	<p>Ball Skills – Hands 2 The focus of the learning is to explore different ways of throwing a beanbag. Pupils will start to learn why we need to aim when we are throwing.</p>	<p>Ball Skills – Feet 1 The focus of learning is to explore different ways of using our feet to move with a ball. Pupils will explore what happens when they kick a ball using</p>	<p>Attack Vs Defence – Games for Understanding The focus of the learning is to understand why it is important to take turns when playing a game.</p>

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		Performing with a partner Exploring relationships	Moving in pairs Creating shapes in pair		different parts of their feet. Pupils will begin to understand how we control a ball.	
Links to Year 1	<p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.</p>					
PP focus objectives	<p>Develop small motor skills so they can use a range of tools competently Use core muscle strength to achieve good posture (table and on floor) Develop the foundations of handwriting (mark making and letter formation) Develop the skills they need to manage the school day successfully (lining up, meal times, toileting)</p>					
Literacy	Story Maps	QR codes Non-fiction facts	Recipe writing Retelling a story Oracy focus Making invitations Story writing – dragon adventures	Recounts Lists Plans and labels	Setting and character adjectives Past and present Story writing using story bags	Past and present Oracy focus
Links to Year 1	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Learning to appreciate rhymes and poems, and to recite some by heart Spelling common exception words Naming the letters of the alphabet in order Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far. Sit correctly at a table, holding a pencil comfortably and correctly Saying out loud what they are going to write about Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>					

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PP focus objectives	<p style="text-align: center;">Reading – Read individual letters by saying the sounds and blend them together to form words</p> <p style="text-align: center;">Writing – To write their names independently Form lower case letters correctly Beginning to form CVC words</p>					
Mathematics	<p>1-3: Getting to know the children – class routines (time), positional language (where do things belong),</p> <p>4-7: Match and sort, compare amounts, compare size, mass, capacity, pattern</p>	<p>7-9: Representing 1,2,3,</p> <p style="text-align: center;">Circles and Triangles</p> <p style="text-align: center;">Positional language</p> <p>10-12: Numbers to 5</p> <p>One more and one less</p> <p style="text-align: center;">Shapes with 4 sides Time (My day)</p> <p style="text-align: center;">AFL – Consolidation</p>	<p>1-3: Introducing zero, Comparing and composition 1-5 (Number bonds), Compare mass, capacity</p> <p>4-6: 6,7,8 making pairs, combining two groups, length and height, time</p>	<p>7-9: 9&10 (Number bonds to 10), 3D shape and Pattern</p> <p>10-12: Consolidation</p>	<p>1-3: Numbers to 20, shape arrangements</p> <p>4-6: Adding more, taking away, shape</p>	<p>7-9: Doubling, sharing and grouping, even and odd, positional language</p> <p>10-12: Number patterns, maps</p>
Links to Year 1	<p style="text-align: center;">Given a number, identify one more and one less</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p style="text-align: center;">Read and solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations</p> <p style="text-align: center;">2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <ul style="list-style-type: none"> • lengths and heights [for example, long/short, longer/ shorter, tall/short, double/half] • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • time [for example, quicker, slower, earlier, later] • measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds) 					
PP focus objectives	<p style="text-align: center;">To count objects, numbers and sounds to 10</p> <p style="text-align: center;">To link the symbol with the cardinal value</p> <p style="text-align: center;">To compare numbers (bigger, small, more, less)</p>					

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<p>Understanding the World</p>	<p>RE DAY 1: Introduction to RE day (+ clothes)</p> <p>Key questions; What is RE day? What does Religion mean? Is my family religious? Is anyone in my class religious? What do you wear for special occasions?</p> <p><i>Parental Involvement- Parents share photos on Tapestry of children celebrating different festivals wearing special clothes</i></p> <p>Rosh Hashanah Sukkot Navaratri</p>	<p>7 – Clean Energy (In The Night Sky)</p> <p><u>Learning Through Play</u></p> <p>+ Turning lights off when leaving the classroom/hall</p> <p>+ Turning off IWB when not in use</p> <p>(Link to Clean Energy – Goal 7)</p> <p>RE DAY 2: Faith Buildings</p> <p>Key questions; What are faith buildings for? What can you see/find in a faith building?</p> <p><i>Visiting the Church with Nursery</i></p> <p>Diwali Christmas Bonfire Night Remembrance Night Hanukkah Little Glow book</p>	<p>2 - Zero Hunger (Food)</p> <p><u>Learning Through Play</u></p> <p>+Fruit – looking at packaging</p> <p>+ Packed lunches (Nur), Hot lunch (Rec) discouraging waste</p> <p>+Use foodbank on Tesco trip (Rec)</p> <p>RE DAY 3: Food</p> <p>Key questions; What food to you eat for special occasions and why? How do we choose what food to eat?</p> <p><i>Food tasting of religious food e.g. Jewish Challah bread Pancakes before Lent Dates (Islam) eaten to break a fast- for energy</i></p>	<p>RE DAY 4: Festivals & Celebrations</p> <p>Key questions; What do you celebrate and why?</p> <p>How do we prepare for celebrations?</p> <p>Holi Festival Ramadan Eid Mother’s Day Easter</p>	<p>RE DAY 5: Books and Stories</p> <p>Key questions; What makes a religious book special? Which stories are special and why? What do they teach us?</p> <p>Passover</p>	<p>15 - Life on Land (Animals)</p> <p><u>Learning Through Play</u></p> <p>+Recycling bin in classroom</p> <p>+Picking up rubbish/litter in garden/quad/classrooms</p> <p>+Not leaving rubbish behind (Nur and Rec farm trips +picnic on field)</p> <p>RE DAY 6: Holy Places around the World</p> <p>Key questions; Have you or your family been to any religious places? Which religious places have you visited and why? What was your experience like?</p>
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		People and cultures: celebrations, comparing differences, cultural stories, puppets	Lunar New Year Pancake Day Amy Wu and the perfect Bao			Parental Involvement- Photos or videos on Tapestry Father's Day My Shadow is Pink Windrush The Mega Magic Teacher Swap
Forest School	Senses (e.g. hear/see/touch) - intro to FS	Mud painting	Seasons – Sings of winter (e.g. frost/ice) Drama animal games (including Gruffalo hunt)	Seasons – signs of Spring (e.g. daffodils/snowdrops) Observational drawing	Seasons – Summer Leaf identification, plants/flowers Bug hunting On the way home – retelling the story Make stick homes for small world toys	Consolidate learning (e.g. den building, bird watching, bug hunting, bark/leaf rubbings) Campfire – toasting marshmallows
Computing	CP: Sound button – make a tune on tap a tune Now press play – using the headphones- weather	Create a play dough alien and children use Puppet Edu to talk about the alien.	Chatterpix – Invitation to banquet	Google maps/Google Earth Bee-Bots (unplugged-instructions)	Chatterpix (Animate a simple image and speak about the character)	Green screen – dinosaurs
Links to Year 1	<p>asking simple questions and recognising that they can be answered in different ways</p> <p>using their observations and ideas to suggest answers to questions</p> <p>identify and name a variety of common wild and garden plants</p>					

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	<p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals observe changes across the four seasons and describe weather associated with the seasons and how day length varies.</p> <p>Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time They should use a wide vocabulary of everyday historical terms the lives of significant individuals in the past who have contributed to national and international achievements. significant historical events, people and places in their own locality</p> <p>name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>					
<p>PP focus objectives</p>	<p>Talk about members of their immediate family, name and describe people who are familiar to them Explore the natural world around them, describe what they see, hear and feel around them Talk about their understanding of the changing seasons</p>					
<p>Expressive Art and Design</p>	<p>Roy Lichtenstein Andy Goldsworthy The Dot</p> <p>DT - Exploring construction</p>	<p>Shadow artists - Kumi Yamashita Christmas Art</p> <p>DT - Exploring construction</p>	<p>Giuseppe Arcimboldo</p> <p>DT - Cooking food</p>	<p>Van Gough Georgia O'Keefe</p> <p>DT - Design and build transport</p>	<p>Paul Klee Castles</p>	<p>DT - Moving parts</p>
<p>Links to Year 1</p>	<p>To use a range of materials creatively to design and make products To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 					

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	<ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>
PP focus objectives	<p>Create collaboratively, sharing ideas, resources and skills</p> <p>Singing in a group or on their own</p> <p>Listen attentively to music</p>

Characteristics of Effective Learning		
<u>Playing and Exploring</u>	<u>Active Learning</u>	<u>Creating and Thinking Critically</u>
<p>Creating a plan before designing and making</p> <p>Visual aids – visual timetable, numbers and picture cards on display</p> <p>Independent choices – space, resources, organised environment</p> <p>Bring in own interests to play</p> <p>Non-fiction books</p> <p>Science experiments – ask questions and respond</p> <p>New styles of music and art</p> <p>Trips to local places</p>	<p>Free play and exploring – indoors and outside</p> <p>Calming jar</p> <p>Feeling beans linked to self-regulation</p> <p>Trial and Error – keep on trying when things are difficult</p>	<p>Routines, open ended resources, tidying aware resources</p> <p>Time for children to reflect on learning</p> <p>Extend on conversation – how and why</p> <p>Looking at similarities and differences</p> <p>Imaginative play, free play, explore, investigate – inside and outside</p>