



Our Lady's Long Term Planning Reception 2023/2024

REV A 22/11/24

Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Possible Themes/Interests/Lines of Enquiry	<ul style="list-style-type: none"> Where the Wild things Are Pete theCat Autumn Autumn Traditional Tales-Anansi Family 	<ul style="list-style-type: none"> Autumn Stick Man Space Diwali Remembrance Day Christmas/Father Christmas Christmas around the world 	<ul style="list-style-type: none"> Winter Magic Paintbrush Arctic Lost and Found Snow Bears Penguins Chinese New Year 	<ul style="list-style-type: none"> Pancake Day Easter Growing Up Babies Generations Planting/Gardening/Spring Farm Trip 	<ul style="list-style-type: none"> Life cycles Frog Butterflies Plants Sunflowers Strength of Mind Local Area Local Park Visit 	<ul style="list-style-type: none"> Summer holidays (past and present) Hot Places Rockpools Mermaids Pirates Zoo Trip
Communication and Language	<p>Understand how to listen carefully and why listening is important.</p> <p>Engage in story times, rhymes, and songs.</p> <p>Maintain attention in whole class/groups.</p> <p>Follow 1 step instructions. Understand 'why' questions. Use sentences 4-6 words. Use talk to organise play.</p> <p>Labels, captions, retelling, developing new characters, call and response poems posters</p>	<p>Listen in familiar & new situations.</p> <p>Engage in story times.</p> <p>Maintain attention in new situations.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Follow instructions with 2 parts in a familiar situation.</p> <p>Start a conversation with peers and familiar adults and continue for many turns.</p> <p>Develop social phrases.</p> <p>Retellings, thought bubbles, lists, signs and labels.</p>	<p>Listen attentively in a range of situations.</p> <p>Maintain attention during appropriate activity.</p> <p>Engage in non-fiction books.</p> <p>Consider the listener and take turns.</p> <p>Use talk to organise/stand for something else in play.</p> <p>Begin to use past tense. Begin to recount past events.</p> <p>Thought bubbles, thank you letters, adverts.</p>	<p>Understand why listening is important.</p> <p>Maintain attention in different contexts.</p> <p>Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</p> <p>Ask questions to find out more and check understanding.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Begin to connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p>	<p>Listen and understand instructions while busy with another task.</p> <p>Maintain activity while listening.</p> <p>Understand how, why, where questions.</p> <p>Describe events in some detail.</p> <p>Express ideas about feelings and experiences.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Use language to reason.</p> <p>Spoken rhymes, questions, character descriptions.</p>	<p>Listen and respond with relevant questions, comments, or actions.</p> <p>Attend to others in play.</p> <p>Make comments and clarify thinking with questions.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Speak in well-formed sentences with some detail.</p> <p>Use new vocabulary in different contexts.</p> <p>Use past, present, and future tenses in conversation with peers and adults. Use conjunctions to extend and articulate their ideas.</p>
<div>Learn new vocabulary Use new vocabulary through the day</div> <div>Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.</div> <div>Use new vocabulary in different contexts Listen to and talk about stories to build familiarity and understanding.</div>						
Personal, Social and Emotional Development Self-regulation	<p>Can talk about feelings.</p> <p>Welcome distractions when upset.</p> <p>Increasingly follow rules. Know likes and dislikes.</p> <p>Independently organise belongings in the morning.</p> <p>Manage personal hygiene.</p> <p>Build constructive and respectful relationships.</p>	<p>Beginning to express their feelings and consider the perspectives of others.</p> <p>Begin to take turns and share resources.</p> <p>Independently choose where they would like to play.</p> <p>Continue to build constructive and respectful relationships.</p>	<p>Show pride in achievements.</p> <p>Understand behavioural expectations of the setting.</p> <p>Can explain right from wrong and try to behave accordingly.</p> <p>Manage their own needs.</p> <p>Can identify kindness.</p> <p>Seek others to share activities and experiences.</p>	<p>Can make choices and communicate what they need.</p> <p>Begin to show persistence when faced with challenges.</p> <p>Can keep play going by co-operating, listening, speaking, and explaining.</p> <p>Can reflect on the work of others and self-evaluate their own work.</p>	<p>Beginning to know that children think and respond in different ways to them.</p> <p>Can talk about their own abilities positively.</p> <p>Confident to try new activities.</p> <p>Show resilience and perseverance.</p>	<p>Able to identify and moderate own feelings.</p> <p>See themselves as a unique and valued individual.</p> <p>Can seek out a challenge and enjoy the process.</p> <p>Show sensitivity to others' needs and feelings.</p>
Religious Education	Creation and Covenant	Promise and Prophecy	Galilee to Jerusalem	Desert to Garden	The Ends of the Earth	Dialog and Encounter

Physical Development Complete PE	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene. Personal Focus – following instructions, practise safely, independent work. Coordination skill: Footwork Static Balance skill: One leg Learning Objective: The focus of learning is to explore different movements using different parts of the body Objective: Describe what happens to the body when we exercise. Science	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing. Social Focus – taking turns and sharing. Dynamic balance to Agility skill: Jumping and Landing Static Balance skill: Seated balance Learning Objective: The focus of learning is to introduce, 'champion gymnastics' by moving in a high way and explore making high shapes	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Creative Focus – Exploring and describing different movements Coordination skill: Ball skills Counterbalance skill: With a partner Learning Objective: The focus of learning is for pupils to respond to words and music using their bodies and props	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian. Cognitive Focus – understand and follow simple rules, name some things I am good at. Dynamic balance: On a line Static Balance skill: Stance Learning Objective: The focus of learning is for pupils to create their own movement ideas relating to specific words	Combine different movements with ease and fluency. Develop the foundations of a handwriting style which is fast, accurate and efficient. Applying Physical Focus – Performing a single skill or movement with some control, performing a range of skills and link two movements together. Coordination skill: Sending and Receiving Agility skill: Reaction/Response Learning Objective: The focus of learning is to explore different movements using qualities of movement.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Health and Fitness Focus – Aware of why exercise is important for good health. Agility skill: Ball chasing Static balance skill: Floor work Learning Objective: The focus of learning is to explore movement as expressed in play, such as creeping, tiptoeing, hiding and how exercise makes us feel good.
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. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility. Detailed fine motor development on 'Physical Development' skills plan.						
Literacy	Comprehension: Listen and enjoy sharing a range of books. Hold a book correctly, handle with care. Know that a book has a beginning and an end and can hold the book the right way up and turn some pages appropriately. Know that text in English is read top to bottom and left to right. Know the difference between text and illustrations. Recognise some familiar words in print, e.g., own name or advertising logos. Enjoy joining in with rhyme, songs and poems. Explain in simple terms what is happening in a picture in a familiar story. Complete a repeated refrain in a familiar rhyme, story or poem being read aloud.	Comprehension: Experience and respond to different types of books, e.g., story books, factual/real-world books, rhyming and non-rhyming stories, realistic and fantasy stories. Respond to 'who', 'where' 'what' and 'when' questions linked to text and illustrations. Make simple inferences to answer yes/no questions about characters' emotions in a familiar picture book read aloud to them, with prompts. Sequence two events from a familiar story, using puppets, pictures from book or role-play.	Comprehension: Use picture clues to help read a simple text. Make a simple prediction based on the pictures or text of a straightforward story that is read aloud to them. Show understanding of some words and phrases in a story that is read aloud to them. Express a preference for a book, song or rhyme, from a limited selection. Play is influenced by experience of books (small world, role play).	Comprehension: Retell stories in the correct sequence, draw on language patterns of stories. With prompting, show understanding of many common words and phrases in a story that is read aloud to them. Suggest how an unfamiliar story read aloud to them might end. Give a simple opinion on a book they have read, when prompted. Recognise repetition of words or phrases in a short passage of text. Play influenced by experience of books Innovate a well-known story with support.	Comprehension: Correctly sequence a story or event using pictures and/or captions. Make simple, plausible suggestions about what will happen next in a book they are reading. Know the difference between different types of texts (fiction, nonfiction, poetry) Make inferences to answer a question beginning 'Why do you think...?' in a picture book that has been read to them, where answer is clearly signposted. Play influenced by experience of books - gestures and actions used to act out a story, event or rhyme from text or illustrations.	Comprehension: Play influenced by experience of books - act out stories through role play activities, using simple props (e.g. hats, masks, clothes, etc.) and appropriate vocabulary. Innovate a known story. Recall the main points in text in the correct sequence, using own words and include new vocabulary. When prompted, say whether they liked or disliked a book, and give a simple justification or make a relevant comment. With prompting, sometimes show understanding of some less familiar words and phrases in a story that is read aloud to them.
	Word Reading: Hear general sound discrimination and be able to orally blend and segment.	Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Word Reading: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read a few common exception words matched to the school's phonic programme.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Word Reading: Read some tricky words from Phase 4 e.g. said, like, have, so. Re-read what they have written to check that it makes sense.
Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read books consistent with their phonic knowledge.						
Phonics	Phase 1/2 Hear general sound discrimination, identify rhythm, rhyme, alliteration and be able to orally blend and segment simple words.	Phase 2 Know grapheme phoneme correspondence of 19 letters. Blend with known letters for reading VC and CVC words. Orally segment for VC and CVC words for spelling. Know high-frequency common words (the, to, no, go).	Phase 2 Consolidate skills as in Autumn 2. Recognise digraphs -ck + consonant endings - ff, ll, ss Know tricky words - the, to, and, no, go, I Blend and segment known sounds for reading and spelling VC, CVC, CVCC	Phase 2/3 Consolidate Phase 2 skills. Begin Phase 3 skills – Know the remaining grapheme - phoneme correspondence for j, v, w, x, z, zz, qu Know the 4 consonant digraphs – sh, th, ch, ng Know 9 vowel digraphs – ai, ee, oa, oo, ar, or, ur, ow, oi Know trigraph igh Know tricky words, the, to, he, she, we, me, be, was, my Write graphemes and digraphs when they hear them, using a sound mat or sound wall for support if needed.	Phase 3 Consolidate phase 2 and 3 skills. Know trigraphs ear, ure, air Know vowel digraph er Read tricky words they, her, all, are Continue to apply knowledge of blending and segmenting to reading and spelling simple two-syllable words and captions. Write more graphemes from memory and write a simple sentence using phonic knowledge.	Phase 3 Consolidate phase 2 and 3 skills. Read CVCC words Know adjacent consonants –sk, cr, sl, tr, dr, scr, st, spr, pl, sw, fr, sn, sm, vr Read tricky words do, when, out what, said, have, like, so. Represent each of 42 phonemes by a grapheme and blend phonemes to read CVC words and segment CVC words for spelling. Write longer sentences using phonic knowledge, write digraphs and trigraphs.

Literacy	<p>Emergent writing: Develop listening and speaking skills in a range of contexts. Aware that writing communicates meaning. Give meaning to marks they make. Understand that thoughts can be written down. Write their name copying it from a name card or try to write it from memory.</p> <p>Composition: Use talk to organise describe events and experiences.</p>	<p>Emergent writing: Copies adult writing behaviour e.g. writing on a whiteboard, writing messages. Make marks and drawings using increasing control. Know there is a sound/symbol relationship. Use some recognisable letters and own symbols. Write letters and strings, sometimes in clusters like words.</p> <p>Composition: Use talk to link ideas, clarify thinking and feelings. Understands that thoughts and stories can be written down.</p>	<p>Emergent writing: Use appropriate letters for initial sounds.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it.</p>	<p>Emergent writing: Build words using letter sounds in writing.</p> <p>Composition: Orally compose a sentence and hold it in memory before attempting to write it and use simple conjunctions.</p>	<p>Emergent writing: Continue to build on knowledge of letter sounds to build words in writing. Use writing in play. Use familiar words in their writing.</p> <p>Composition: Write a simple sentence with a full stop.</p>	<p>Emergent writing: Show awareness of the different audience for writing. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop</p> <p>Composition: Write a simple narrative in short sentences with known letter- sound correspondences using a capital letter and full stop. Write different text forms for different purposes (e.g. lists, stories, instructions).</p>
	<p>Spelling: Orally segment sounds in simple words. Write their name copying it from a name card or try to write it from memory.</p> <p>Handwriting: Know that print carries meaning and in English, is read from left to right and top to bottom. Draws lines and circles.</p>	<p>Spelling: Orally spell VC and CVC words by identifying the sounds. Write own name.</p> <p>Handwriting: Form letters from their name correctly. Recognise that after a word there is a space.</p>	<p>Spelling: Spell to write VC and CVC words independently using Phase 2 graphemes.</p> <p>Handwriting: Shows a dominant hand. Write from left to right and top to bottom. Begin to form recognisable letters.</p>		<p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words.</p> <p>Handwriting: Form most lower-case letters correctly, starting and finishing in the right place, going the right way round and correctly orientated. Include spaces between words.</p>	<p>Begin to discuss features of their own writing e.g. what kind of story have they written.</p> <p>Spelling: Spell words by drawing on knowledge of known grapheme correspondences. Make phonetically plausible attempts when writing more complex unknown words e.g. using Phase 4 CCVCC Spell irregular common (tricky) words e.g., he, she, we, be, me independently.</p> <p>Handwriting: Use a pencil confidently to write letters that can be clearly recognised and form some capital letters correctly.</p>
<p>N.B. The letters children can form correctly will relate to their name, phonics phases and other letters which children have been taught to form correctly</p>						
Helicopter Story Writing Development	<p>Adults scribing and writing down word for word, child decides part he/she would like to play and then on a simple stage to act out the story.</p>	<p>Adults are dictated to by the child, the adult says each word as it is written, pointing out gaps and punctuation. Re- reading and scanning and checking writing. Child begins to write the initial sound of a word and the adult continues to write the other parts of the story.</p>	<p>Child knows groups of letters make up a word and a group of words make sentences. Child continues to write the initial sound of a word which may develop to a VC and a CVC words and the adult continues to write the other parts of the story.</p>		<p>Child takes the pen more and more, until eventually they are writing complete phrases. May still need a phonics mat to support.</p>	<p>Child confident to write a simple short story. May still need a phonics mat to support.</p>
Mathematics Ongoing throughout the year	<p>Count objects, actions, and sounds. Subitise Matching. Sorting & Comparing amounts Identify a set, explore sorting techniques and create sorting rules. Comparing size, mass & capacity Exploring pattern - making simple.</p>	<p>Explore the composition of numbers to 5 Subitise Representing 1,2,3, 4 and 5 Comparing 1,2,3, 4 and 5 Formation of 1, 2, 3, 4 and 5 One more and one less Circles and Triangles Shapes with 4 sides. Positional language</p>	<p>Explore the composition of numbers to 8. Subitise Automatic recall number bonds 0-10 Introducing zero Representing and composition of 6, 7 and 8. Comparing length, height and time Exploring mass and capacity</p>		<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10 Numbers beyond 10, comparing and ordering Counting patterns to 10 and beyond Adding more Taking away Spatial reasoning. 3D shape Match, rotate, and manipulate Pattern – AABB, BBA Sunflower Challenge</p>	<p>Explore the composition of numbers beyond 10. Subitise Automatic recall number bonds 0-10 Adding more, Doubling and Taking away. Sharing Number bonds Positional language Mapping, modelling</p>
<p>Select, rotate, and manipulate shapes to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. Understand the ‘one more/one less than’ relationship between consecutive numbers. Continue, copy, and create repeating patterns. Compare length, weight, and capacity. Link the number symbol with its cardinal number value. Count beyond ten.</p>						

Understanding the World	<p>Chronology: Talk about members of their immediate family and the relationship to them. Name and describe people who are familiar to them.</p>	<p>Chronology: Use the language of time when talking about past/present events in their own lives and in the lives of others including people they have learnt about through books. History</p> <p>Enquiry: Find out about key historical events and why and how we celebrate today? Remembrance Day, Christmas Day, Diwali. Ask questions, use different sources to find answers including books. Comment on images of familiar situations in the past. History</p>	<p>Chronology: Visually represent their own day on a simple timeline (correspond with number 7 work, days of the week)</p>	<p>Chronology: Recount an event, orally, pictorial and/or with captions.</p> <p>Enquiry: Talk about key roles people have in society both in the present and past. Name and describe people who are familiar to them within their community e.g., police, fire service, doctors, dentist.</p>	<p>Chronology: Order experiences in relation to themselves and others, including stories.</p> <p>Enquiry: Comment on images of familiar situations in the past. Describe features of objects, people, places at different times and make comparisons. Talk about what is the same and different. History</p>
	<p>Begin to develop a sense of <u>continuity and change</u> by being able <i>to compare and contrast characters from stories throughout the year, including figures from the past</i>. Using Little People, Big Dreams books.</p>				
	<p>Respect: Themselves, special things in their own lives.</p> <p>Talk about and describe features of their own family, talk about families in other countries across the world.</p> <p>Mapping: Talk about the features of their immediate environment with visual representations e.g., classroom maps, Pete's story map around school, seating maps, nature area map and read commons signs and logos. Geography Identifying whether objects float or sink Science</p>	<p>Respect: 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.</p> <p>Look closely at and make comparisons between this country and the lives of people in other countries within the world (homes around the world). Geography</p> <p>Mapping: Use technology e.g., a BeeBot and begin to show spatial awareness. Use positional language i.e., under, beside, on top of etc.</p> <p>Enquiry: Identify what happens when an object is push or pulled. Science</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p>Mapping: Program a BeeBot or instruct a friend to move along a track or small world setup in a specific direction using terms up, down, side. Identify on a map - Recognise some environments that are different to the one in which they live e.g., Antarctica.</p> <p>Enquiry: Use technology and IT equipment to make observations or find information about different locations and places. Recognise, know, and describe features of different places. Look closely at similarities and differences. Geography Describe how foods can change as we prepare them. Science</p>	<p>Respect: Understand the value of being curious and interested in finding out about people within their own community and in other countries - special places and events or objects – through non-fiction texts, stories, visitors, celebrations.</p> <p>Mapping: Complete a simple BeeBot program using a grid map or carpet squares.</p> <p>Enquiry: comment and ask questions about their immediate environment, other places which are familiar to them, and places they have learnt about e.g., school nature area and the town centre. Geography Explain what a plant needs to grow. Science</p>	<p>Respect: Understand that some places are special to members of their community.</p> <p>Mapping: Draw information from a simple map and identify landmarks of our local area walk Geography</p> <p>Enquiry: Comment and ask questions about the different parts of the local community. E.g., weather, hill, house, farm, church, shop. Use photos and pictures to locate places and place on a simple map. Find out about their local area by talking to people, examining photographs, and visiting local places. Geography Understand the key features of the life cycle of a plant or animal. Science</p>
	<p>Communication: 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.</p> <p>Observation: Explore the natural world around them by taking part in weekly forest school inspired 'Nature School' sessions and making observations and drawing pictures of animals and plants. Understand the need to respect and care for the natural environment and all living things.</p>				
	Refer to Art and Design progression map to facilitate progression through child led interests.				

Expressive Arts and Design	Portrait skills: Drawing themselves Artist study: Exploring Portraits - Frieda Kahlo, Picasso Exploring feelings with the colour Monster Creation Collage (RE) Face Plates -Picasso Leaf Art - Andy Goldsworthy Diwali Cards Charanga Songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers Develop storylines in their pretend play.	Artist Study: Exploring shape – Piet Mondrian Exploring Colour- Kandinsky Angel wings (RE) Houses of Bethlehem Making Hannukah and Christmas cards. Charanga Songs: I'm A Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song Sing in a group or on their own, increasingly matching the pitch and following the melody.	Artist Study: Exploring collage through winter animals – Monet Winter Scenes - Printmaking - Starry Night Vincent Van Gogh Patterns – Islamic Art St Valentine's Day Cards Charanga Songs: Wind the Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping on The Bed Twinkle, Twinkle If You're Happy and You Know It Head, Shoulders, Knees and Toes Return to and build on their previous learning, refining ideas and developing their ability to represent them.	Artist Study: Sculpture –Clay pot – Magdalene Odundo Spring painting – Renoir Easter Card Spring Animas - felt Charanga Songs: Old Macdonald Incy Wincy Spider Baa, Baa Black Sheep Row, Row, Row Your Boat The Wheels on The Bus The Hokey Cokey Create collaboratively sharing ideas, resources, and skills.	Artist Study: Sunflowers - Van Gogh Exploring printmaking in African Art Tissue Paper Art What I like to eat? Food art Charanga Songs: Big Bear Funk Listen attentively, move to, and talk about music, expressing their feelings and responses.	Artist Study: Summer Holidays - Seurat Father's Day Card Revisiting our Portraits – Mary Cassatt Collaborative Summer Collage Charanga Songs Reflect, Rewind & Replay: Big Bear Funk Baa, Baa Black Sheep Twinkle, Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat Watch and talk about dance and performance art, expressing their feelings and responses.