

St Mary's Horsforth Catholic Voluntary Academy Long Term Plan - Reception 2023-2024



Area of Learning	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Autumn My amazing self and my home	Autumn / Winter Transport and the local community Halloween / Bonfire Night Christmas	Winter – Arctic animals Different climates Opposites Chinese New Year	Spring Farms / Growing & planting Life cycle of a butterfly Life cycle of daffodils	Spring / Summer Minibeasts Making wormery's Bees and pollination	Summer Seaside – past & present Sea creatures Hermit crabs and how they grow and change shells
RE	<u>God's World</u> Creation story	<u>God's Family</u> Advent /The first Christmas story	<u>Getting to know Jesus</u> Bible stories	<u>Sorrow and Joy</u> Lent & Easter story	<u>New Life</u> Resurrection / Ascension / Pentecost	<u>The Church</u> We are all part of God's Family
	Rosh Hashanah - Judaism	Diwali – Hinduism Chanukah - Judaism	TU B'SHEVAT – Judaism	Holi – Hinduism	Shavuot – Judaism	
<b>Personal, Social and Emotional Development</b>	Support the social and emotional transition into school. See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. Help individual children to develop good personal hygiene including oral health and to understand what their bodies need such as food, water, when to rest or stay in the warmth or shade.		Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally. Express their feelings and consider the feelings of others. Continue to promote good personal hygiene including oral health and to understand what their bodies need such as food, water, when to rest or wrap up warm in the cold.		Think about the perspectives of others. Manage their own needs. Identify and moderate their own feelings socially and emotionally. Continue to promote good personal hygiene including oral health and to understand what their bodies need such as food, water, when to rest or wear sunscreen / hat in warmer weather. Start to prepare the children for the transition to Year 1.	
Ten-Ten		<b>Module 1 Unit 1</b> Handmade with love	<b>Module 1 Unit 2</b> I am me. Head, Shoulders, Knees and Toes. Ready Teddy?	<b>Module 1 Unit 3</b> I like, You Like, We all like! Good feeling, Bad feelings. Let's get ready	<b>Module 1 Unit 4</b> Growing up <b>Module 3 Unit 1</b> God is love	<b>Module 3 Unit 1</b> Loving God, Loving others <b>Module 3 Unit 2</b> Me, You, Us
Character Education	Respect, Courtesy and thankfulness	Hope and Patience	Faith and Simplicity	Charity and Forgiveness	Resilience, Perseverance and Kindness	Honesty and Service
<b>Communication and Language</b>	Understand how to listen carefully and why listening is important. Engage in story times. Chatting about what 'safe hands, safe feet, safe voice' means with in the classroom. Promote and develop everyday vocabulary Promote and develop vocabulary linked to topic & interests. Chatting about what they like, important people in their lives. Stories Model & develop social phrases.	Ask questions to find out more and to check they understand what has been said to them. Model & develop social phrases. Engage in story times. Promote and develop everyday vocabulary Promote and develop vocabulary linked to topic & interests. Instruction following. Small group discussions. Stories to promote discussions, new vocabulary through fact and fiction books. Sequencing a story and thinking about the beginning, middle and the end. Ask how and why questions... Look at rhyming words.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Start to develop retrieval questions with 'who, what, why, when, where' questions. Stories retell through puppets, drama, dance and discussion! Use language to promote past and present tenses. Listen to and think about rhymes and poems.	Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. Understanding why listening is an important skill. Use Tapestry as a tool to allow the chn to explain about home events and start to develop group speaking. Use time connectives to develop the correct tenses and past and present events.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Prediction & understanding, how do the illustrations, characters, colour palette help us to understand the story better? Revisit stories already read. Promote and develop everyday vocabulary	Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts. Expand chn knowledge of the local area and the world around them, through pictures, discussions, books, videos... Talk about past and present events, looking back on our time in Reception class.
	*Learn new vocabulary *Use new vocabulary through the day *Build up their year the skill of reciprocal language		*Listen carefully to rhymes and songs, paying attention to how they sound. * Learn rhymes, poems, and songs. *Using past, present, and future tenses		* Use new vocabulary in different contexts *Uses expression and intonation within speak *Using conjunctions within full sentence structures	
<i>NB. These statements* are an ongoing focus to be applied throughout the reception year.</i>						
<b>Physical Development</b>	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene	Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping,	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, tooth brushing, sensible amounts of 'screen	Combine different movements with ease and fluency	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.

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<b>PE</b>	Starting to develop a dominant hand, using tools such as scissors, brushes, pens & pencils to support fine motor skills activities at the Funky Fingers table. How we keep ourselves healthy including our minds / bodies / oral health.	running, hopping, skipping, and climbing. How we keep ourselves healthy including our minds / bodies / oral health.	Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. How we keep ourselves healthy including our minds / bodies / oral health.	time', having a good sleep routine, being a safe pedestrian. How we keep ourselves healthy including our minds / bodies / oral health.	Develop the foundations of a handwriting style which is fast, accurate and efficient. How we keep ourselves healthy including our minds / bodies / oral health.	How we keep ourselves healthy including our minds / bodies / oral health.
	<p>The children in Reception have two hours of PE a week. This will cover new skills in each half term such as, Fundamentals, Dance, Gymnastics, Ball skills and Team games. We will develop their overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions, to improve their core muscle strength, to help achieve a good posture when sitting at a table or sitting on the floor. Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. Introduce language and vocabulary to promote and develop good communication with other children whilst in the lesson and that they can then carry into 'Busy Learning' times in provision. This is to be fun and engaging letting children develop a love of sport and physical exercise to promote a positive attitude to living a healthy style.</p> <p>NB: Develop their fine motor skills so that they can use a range of tools competently, safely, and confidently, such as pencils, 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. Talk about the different factors that support their overall physical health and mental wellbeing and the importance of oral health.</p>					
<b>Literacy</b>	NB: Literacy is split into three elements – comprehension / word reading / writing – these are all interlinked and run alongside the schools phonic scheme - Floppy's phonics. Progress is assessed regularly throughout the year in phonics. Reading books – every child gets a phonic book to match class learning as well as a wider reading book.					
<b>Comprehension</b>	Joining in with rhymes and showing an interest in stories with repeated refrains. Role play area acting out stories that have been heard. Talk about what a title is and what an author and illustrators job is. Engage in extended conversations about stories, learning new vocabulary. Starting to sequence stories verbally or with pictures.	Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.		Demonstrate their understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.		
<b>Word reading</b>	Shared class reading Read individual letters by saying the sounds. Look how text is read from L to R / top to bottom. Decoding VC and CVC words Introducing 'Tricky Words' We use dashes to highlight sounds in words from our first phonic lesson to identify the graphemes. Following text with their reading finger. Reading books to match each child's segmenting ability	Shared class reading and Individual reading Blending VC / CVC / CCVC/ CVCC words Tracking with finger from L to R. Sight words (Tricky & HF words) Read some letter groups that each represent one sound and say sounds for them (digraphs). Checking understand of what has been read. We use dashes' to highlight sounds in words, this helps identify the graphemes they can see. Look at rhyming, alliteration within stories.		Shared class reading, Individual reading and Guided reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Introduce expression and intonation within reading Sounding out in their heads to help with fluency. Identifying the punctuation within the text – such a full stop, capital letters, question marks, speech marks. Poetry / rhyming / non-fiction books. Start to write sentences independently that they can read and so can others.		
<b>Writing</b>	Dominant hand & pencil grip. Mark making & labelling. Name writing. Writing initial sounds and simple captions. Use initial sounds to label characters / images. Letter formation – percussive We use 'phonic fingers' to count out how many phonemes they can hear in words.	Start to incorporate tricky words such as 'I, the, no, go into' within their writing. Use 'phonic fingers' to count out how many phonemes they can hear in CVC, CVCC, CCVC words. Model developing short sentences in a meaningful context. Speech bubbles and sentences. (Start Philip Webb literacy structure 1. Prediction, 2. Understanding, 3. Writing) Form lower-case and capital letters correctly. Spell words by identifying the sounds, then writing the sound with letter/s.		Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters (graphemes). Write simple phrases and sentences that can be read by others. Story writing, writing sentences using a range of tricky words that are spelt correctly. Being able to retell & write about a familiar book. Form lower-case (percussive) and capital letters correctly. Introduce capital letters & full stops & finger spaces within writing.		
<b>Phonics</b>	<b>Level 1 – Floppy Phonics</b>	<b>Level 1+ – Floppy Phonics</b>	<b>Level 2 – Floppy Phonics</b>	<b>Level 3 – Floppy Phonics</b>	<b>Level 3 – Floppy Phonics</b>	<b>Level 3 &amp; Recap – Floppy Phonics</b>
<b>Mathematics</b>	<b>Weeks 1-2</b> Getting to know you <b>Weeks 3-4</b> Match, sort and compare <b>Weeks 5-6</b>	<b>Weeks 6-8</b> It's me 1, 2, 3 <b>Week 9</b> Circles and triangles	<b>Weeks 1-2</b> Alive in 5 <b>Week 3</b> Mass and capacity	<b>Weeks 8-10</b> Building 9 and 10 <b>Weeks 11-12</b> Explore 3D shapes	<b>Weeks 1-2</b> To 20 and beyond <b>Week 3</b> How many now? <b>Weeks 4-5</b>	<b>Weeks 6-7</b> Sharing and grouping <b>Weeks 8-10</b> Visualise, build and map <b>Weeks 11-12</b>

	Talk about measure and patterns	<b>Weeks 10-11</b> 1, 2, 3, 4, 5 <b>Week 12</b> Shapes with 4 sides	<b>Weeks 4-5</b> Growing 6, 7, 8 <b>Weeks 6-7</b> Length, height and time		Manipulate, compose and decompose	Make connections and consolidate
NB: We follow White Rose Maths scheme in Reception through to Y6. This allows fidelity to the scheme of work and ensures a spiral curriculum. Allowing planning to revisit and reinforce previous learning, which leads to key skill retention for future learning opportunities.						
<b>Understanding the World</b>	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Looking at maps of the classroom, home, route to school. Past & present – how they have changed from babies to children – what will happen next? Have a visit from a dentist to start thinking about oral health and how their teeth are starting the next stage in their cycle.	Recognise that people have different beliefs and celebrate special times in different ways. Look at different ways to travel in our local area and in the wider world, supported with maps. Past and present – learn how transport has changed over time i.e. buses. Plant Spring bulbs. Visit from the police on road safety	Recognise some environments that are different to the one in which they live i.e. hot and cold climates. Recognise some similarities and differences between life in this country and life in other countries link to the book 'Same, same, different' by Jenny Sue Kostecki-Shaw. Visit the local library. <u>Opposites:</u> Light & Dark Day & Night Hot & Cold Big & Small Push & Pull	Investigate the properties of different liquids such as how water turns to ice then back. How the thickness affects the speed of the flow etc. Growing and planting different seeds, what happens, the life cycle of beans? Parts of plants. What plants need to grow? That it is a living thing. Learn & match baby animal names. Comparing farm / wild jungle animals & where they live in the world, using maps to find them. Go on a trip to the farm. Watching how daffodils change from bud to flower then decay.	Explore the natural world around them. Learning & watching the Life cycle of a butterfly Map out where we could go on a worm hunt around school, learn about their habitat to make a wormery. Bees and how they make honey and the importance of why we need bees & flowers in our class garden. Have jobs to do. How a spider spins its web. Have a go at making a web out of wool and the patterns the spider spins.	Comment on images of familiar situations in the past. Look at the past and present at the seaside, what has and hasn't changed. Look at how Hermit Crabs move home / shell. Draw information from a simple map. Go on a trip to the local park. Comparing different shells Making ice-lollies People who can keep us safe at the seaside.
	<u>Technology</u> Safety & Privacy Digital Literacy	<u>Technology</u> Information Technology	<u>Technology</u> Computer Science	<u>Technology</u> Information Technology	<u>Technology</u> Digital Literacy	<u>Technology</u> Information Technology
NB: Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside. Helping to look after our herb garden and plants Exploring the natural world around them, making observations, and drawing pictures of animals and plants examining closely how things are changing over time.						
<b>Expressive Arts and Design</b>	Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody. Self portraits Introduction to colour mixing – Link into artist Kandinsky Varying painting styles Bonfire night crafts Use chalks / oil pastels Music, movement & Singing		Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources, and skills. Light and dark colour shades Observational daffodil drawings. Digitally record the life of daffodils and make a screen shot video Melting coloured ice-cubes to see if the melted water creates a new colour. Music, movement & Singing		Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. ICT - 2 Paint programme to create their own pictures. Use clay to make their own minibeasts Design and create a boat that floats. Local area The trip to Horsforth Park – Link into artist Andy Goldsworthy (looking at the natural world around us)	
NB: Explore, use, and refine a variety of artistic effects to express their ideas and feelings Know how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Explore and engage in music making and dance, performing solo or in groups. * Within the classroom we have a permanent 'Art Area' set up where the children can freely explore & investigate during 'busy learning time' to plan & design, and then create their own picture / model.						