

Reception Class West Street Community School: Long Term Plan – 2024-2025

This is an overview of the expected learning to be taught in Reception during the academic year 2024/25.

	Autumn 1 Marvellous Me	Autumn 2 The Wonders of Our World.	Spring 1 Amazing Animals	Spring 2 Imagine That	Summer 1 The Great Outside	Summer 2 Time to Travel
<p><u>Communication and Language</u></p> <p>The development of children’s spoken language underpins all seven areas of learning and development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. Our curriculum is designed and built up on stories which means children are emerged in high quality text providing them with extensive opportunities to use and embed new words in a range of contexts. Through conversations, story-telling and role play, children share ideas and with support and modelling from practitioners are able to elaborate and become more comfortable with using a rich range of vocabulary and language structures.</p>						
<p><u>Core Text</u> A bank of familiar text/ traditional tales will be shared daily at story time. This will enable them to orally re-tell popular text and stories independently.</p>	Colour Monster Once there were Giants My Body-Non-Fiction Goodbye Summer Hello Autumn	The Gruffalo Handa’s surprise The Three Little Pigs Rosie’s walk	Lost and Found Little red Hen Boogie Bear Monkey Puzzle The Ugly Duckling	Little Red Riding Hood Aliens Love Underpants	Jack and the Beanstalk The Bean Diary-Non-Fiction Mad About Mini Beasts	Paddington’s Post Commotion in the Ocean
<p><u>Nursery rhymes songs and poems</u></p>	Cup of tea Miss Polly had a dolly	Leaves are falling. Incy Wincy Spider	Pancakes Hickory Dickory Dock	Spring Wind The Grand Old Duke of York	Tiny Tim Under a Stone	Row, Row, Row your Boat

Personal, Social and Emotional Development

PSED is not specifically planned for in a sequence across the year, however PSED Principles underpin daily classroom practice which ensures all aspects of developing PSED are covered. Children's PSED is crucial for children to lead happy and healthy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, have the confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage their personal needs independently. Through supported interaction with other children, they learn to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital to children's all-round development, enabling them to pursue happy, healthy and active lives. Providing activities both indoors and out, adults support children to develop core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundations for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye coordination, which is linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with support from adults, allow children to develop proficiency, control and confidence.

Mathematical Development

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives, including small pebbles and tens frames for organising counting- children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go,' talk to adults and peers about what they notice and not to be afraid to make mistakes.

	Subitising- Perceptually subitise within 3. Identify sub-groups in larger arrangements. Create their own patterns for	Subitising- Continue from first half-term. Subitise within 5, perceptually and conceptually, depending on the arrangements.	Subitising- Increase confidence in subitising by continuing to explore patterns within 5, including	Subitising- Explore symmetrical patterns, in which each side is a familiar pattern, linking this to 'doubles'.	Subitising- Continue to practise increasingly familiar subitising arrangements, including those which expose '1	In this half-term, the children will consolidate their understanding of concepts previously taught through working in a variety of
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<p>1</p>	<p>numbers within 4.</p> <p>Practise using their fingers to represent quantities which they can subitise. Experience subitising in a range of contexts, including temporal patterns made by sounds.</p> <p>Cardinality, ordinality and counting-Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set.</p> <p>Have a range of opportunities to develop their knowledge of the</p>	<p>Cardinality, ordinality and counting-Relate the counting sequence to cardinality, seeing that the last number spoken gives the number in the entire set.</p> <p>Have a range of opportunities to develop their knowledge of the counting sequence including through rhyme and song.</p> <p>Have a wide range of opportunities to develop 1:1 correspondence, including by coordinating movement and counting.</p> <p>Have opportunities to</p>	<p>structured and random arrangements.</p> <p>Explore a range of patterns made by some numbers greater than 5, including structured patterns in which 5 is a clear part.</p> <p>Experience patterns which show a small group and '1 more'.</p> <p>Continue to match arrangements to finger patterns.</p> <p>Cardinality, ordinality and counting-Continue to develop verbal counting to 20 and beyond. Continue to develop object</p>	<p>Cardinality, ordinality and counting-</p> <p>Continue to consolidate their understanding of cardinality, working with larger numbers within 10.</p> <p>Become more familiar with the counting pattern beyond 20.</p> <p>Composition-Explore the composition of odd and even numbers, looking at the 'shape' of these numbers. Begin to link even numbers to doubles. Begin to explore the composition of numbers within 10.</p>	<p>more' or 'doubles' patterns.</p> <p>Use subitising skills to enable them to identify when patterns show the same number but in a different arrangement, or where the patterns are similar but have a different number.</p> <p>Subitise structured and unstructured patterns, including those which show numbers within 10, in relation to 5 and 10.</p> <p>Be encouraged to identify when it is appropriate to count and when</p>	<p>contexts and with different numbers.</p> <p>Geometry-Exploring patterns select, rotate and manipulate shapes in order to develop spatial reasoning skills.</p>
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	<p>counting sequence, including through rhyme and song.</p> <p>Have a range of opportunities to develop 1:1 correspondence including by coordinating movement and counting.</p> <p>Explore a range of strategies which support accurate counting.</p> <p>Composition- see that all numbers can be made of 1s.</p> <p>Compose their own collections within 4.</p> <p>Comparison- Understand that sets can be compared</p>	<p>develop an understanding that anything can be counted, including actions and sounds.</p> <p>Explore a range of strategies which support accurate counting.</p> <p>Composition- Explore the concept of 'wholes' and 'parts' by looking at a range of objects that are composed of parts, some of which can be taken apart and some of which cannot.</p> <p>Explore the composition of numbers within 5.</p>	<p>counting skills, using a range of strategies to develop accurate counting. Continue to link counting to cardinality, including using their fingers to represent quantities between 5 and 10.</p> <p>Order numbers, linking cardinal and ordinal representations of numbers.</p> <p>Composition- Continue to explore the composition of 5 and practice recalling 'missing' or 'hidden' parts for 5.</p> <p>Explore the composition of 6, linking this to familiar patterns,</p>	<p>Comparison- Compare numbers, reasoning about which is more, using both an understanding of the 'howmanyess' of a number, and its position in the number system.</p> <p>Measurement- Compare length weight and capacity.</p>	<p>groups can be subitised.</p> <p>Cardinality, ordinality and counting- Continue to develop verbal counting to 20 and beyond, including counting from different starting numbers.</p> <p>Continue to develop confidence and accuracy in both verbal and object counting.</p> <p>Composition- Explore the composition of 10.</p> <p>Comparison- Order sets of objects, linking this to their understanding of</p>	
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	<p>according to a range of attributes, including by their numerosity.</p> <p>Use the language of comparison, including 'more than' and 'fewer than'.</p> <p>Compare sets 'just by looking'.</p> <p>Geometry- Circle, triangle square and rectangle.</p> <p>Extend and create ABAB patterns.</p>	<p>Comparison- Compare sets using a range of strategies, including 'just by looking', by subitising and by matching.</p> <p>Compare sets by matching, seeing that when every object in the set can be matched to one on the other set, they contain the same number and are equal amounts.</p> <p>Measurement- Prepositional language.</p> <p>Time-timeline.</p>	<p>including symmetrical patterns.</p> <p>Begin to see that numbers within 10 can be composed of '5 and a bit'.</p> <p>Comparison- Continue to compare sets using the language of comparison, and play games which involve comparing sets.</p> <p>Continue to compare sets by matching, identifying when sets are equal.</p> <p>Explore ways of making unequal sets.</p> <p>Geometry- Extend and create ABC, ABB, AAB pattern.</p>		<p>the ordinal number system.</p>	
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Literacy

It is crucial for children to develop a life-long love of reading. Through high quality discussion about the world around them and the books they read with adult's children develop language comprehension. Skilled word reading involves the decoding of unfamiliar words and the speedy reading of familiar words. Writing involves spelling, handwriting and articulating ideas orally before writing them down. The children are taught to read and write in focused groups and through daily phonic sessions of Supersonic Friends.

Understanding the World

Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains enriching and widening children's vocabulary.

<p><u>Understanding the World</u> Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and</p>	<p>Observe and record daily weather.</p> <p>Discuss the changes in the season.</p> <p>Talk about the lives of people around them identifying own family. Naming who they can see in photos and what relation they are.</p>	<p>Observe and record daily weather.</p> <p>Discuss changes in season.</p> <p>Talk about events and situations from the past-Guy Fawkes-Christmas.</p> <p>Talk about different</p>	<p>Observe and record daily weather.</p> <p>Talk about animal habitat/environment. How is it different?</p> <p>Discuss changes in season.</p>	<p>Observe and record daily weather.</p> <p>Discuss changes in season.</p> <p>Explore the world around us and see how it changes when we enter Spring.</p> <p>Discuss and celebrate different cultures</p>	<p>Observe and record daily weather.</p> <p>Explore change in living things-caterpillars, frogs, insects and plants and record findings.</p> <p>Explore the world around us and see how it changes when we enter Summer.</p>	<p>Use the appropriate vocabulary to describe the weather.</p> <p>Discuss the changes in season.</p> <p>Talk about recycling and how it can take care of our world.</p>
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<p>groups within their own community.</p> <p>Children will have the opportunity to develop their emerging cultural awareness.</p> <p>Children will have the opportunity to work scientifically throughout the year.</p>	<p>Discuss key events in own family.</p> <p>Introduce children to key members in school.</p> <p>Describe key features of school and home.</p> <p>Know the purpose of everyday technology at home.</p> <p>Introduce visual timetable.</p> <p>Discuss and celebrate different cultures and festivals- Diwali.</p>	<p>buildings and their purpose.</p> <p>Recognise and talk about different symbols on a local map.</p> <p>Past events - Remembrance Sunday</p> <p>Recognise some key features on a local map.</p> <p>Complete a simple program on iPad e.g. number blocks</p> <p>Baking/food preparation.</p> <p>Discuss and celebrate different cultures and festivals- Christmas.</p>	<p>Discuss and celebrate different cultures and festivals- Chinese New Year.</p> <p>Explore the natural world-ice.</p> <p>Recognise that some environments are different to the one in which they live.</p> <p>Explore the features and wildlife of the Antarctic.</p> <p>Talk about a timeline of events using some appropriate vocabulary.</p> <p>Basic programming skills using beebots.</p>	<p>and festivals- Easter.</p> <p>Talk about light, dark and shadows.</p> <p>Take digital photographs.</p> <p>Baking/food preparation.</p>	<p>Minibeast hunt- create a "Bug Hotel."</p> <p>Discuss immediate environment using knowledge from observations, discussions and maps.</p> <p>Record and play back sounds using microphones and talking tin lids.</p> <p>Talk about the lives of people around them and their role in this society.</p> <p>Talk about the timeline of a bean/life cycle using appropriate vocabulary.</p> <p>Discuss and celebrate</p>	<p>Investigate what rubbish can do to our environment and animals. Explore oceans and what lives in them.</p> <p>Describe some key features of the seaside.</p> <p>Talk about some key symbols on a map.</p> <p>Name some key features from the countries that I have visited or have seen in books.</p> <p>Introduce children to a range of transport and where they can be found.</p>
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			<p>Basic programming skills on iPad e.g. number blocks.</p> <p>Baking/food preparation.</p>		<p>different cultures and festivals- Ramadan and Eid.</p> <p>Baking/food preparation.</p>	<p>Look at the difference between transport in this country and one other country and make simple comparisons.</p> <p>Compare own environment and contrasting environments through books and conversation.</p> <p>Materials: Floating and sinking. Boat building. Talk about forces they feel eg water pushing boat up to float.</p> <p>Discuss change in weather- seasons. Make references to the natural world, weather and our habits.</p>
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<p><u>Expressive Arts and Design.</u></p> <p>Charanga music scheme</p> <p>EAD is not planned in sequence across the year, however there are opportunities within topics for skills to be developed, both independently and adult led. Children will have opportunities to deepen and transfer their skills throughout the year. Children will be encouraged to explore materials/ resources finding out what they are/ what they can do and decide how to use them.</p>	<p>Painting and colour.</p> <p>Apply colour with a range of tools.</p> <p>To begin to take control of tools for different purposes.</p> <p>Drawing.</p> <p>Use a range of drawing tools.</p> <p>Develop their own creative ideas in their drawings and talk about these ideas.</p>	<p>Painting and colour.</p> <p>Kandinsky Experiment with colour mixing.</p> <p>Drawing.</p> <p>Use drawings to tell a story.</p> <p>Develop their own creative ideas in their drawings and talk about these ideas.</p>	<p>Painting and colour.</p> <p>To continue to allow for experimenting with mixing of colours.</p> <p>Drawing.</p> <p>Investigate different lines.</p> <p>Create accurate drawings of people.</p>	<p>Painting and colour.</p> <p>Develop colour mixing techniques to enable them to match the colours they see and want to represent.</p> <p>Drawing.</p> <p>To begin to explore a variety of media.</p> <p>Draw from imagination.</p>	<p>Painting and colour.</p> <p>Work from imagination and observation.</p> <p>Develop colour mixing techniques to be able to match the colours they see and want to represent.</p> <p>Drawing.</p> <p>Explore different textures.</p> <p>To work from imagination and observation.</p> <p>To begin to explore scale.</p>	<p>Painting and colour.</p> <p>Work from imagination and observation.</p> <p>Drawing.</p> <p>Develop their own creative ideas in their drawings and talk about these ideas.</p>
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	<p>Texture and form.</p> <p>Use (safely) materials/tools for painting, collage, sculpture, etc</p> <p>Use simple language created through discussion of feel, size, look, smell etc</p>	<p>Texture and form.</p> <p>Use (safely) materials/tools for painting, collage, sculpture, etc</p> <p>Make rubbings showing a range of textures.</p> <p>Pattern and printing.</p> <p>Explore printing as an introduction to 'pattern' using a repetitive image and make own patterns using</p>	<p>Texture and form.</p> <p>Use (safely) materials/tools for painting, collage, sculpture, etc</p> <p>Shape and model from observation and imagination.</p> <p>Pattern and printing.</p> <p>Explore irregular pattern through first hand experiences then make irregular painting patterns based on real</p>	<p>Texture and form.</p> <p>Use (safely) materials/tools for painting, collage, sculpture, etc</p> <p>Plan, construct and build simple objects. Discuss problems and how they might be solved as they arise.</p> <p>Pattern and printing.</p> <p>Imprint onto a range of textures- newspaper, coloured paper, plain paper into</p>	<p>Texture and form.</p> <p>Use (safely) materials/tools for painting, collage, sculpture, etc</p> <p>Pattern and printing.</p> <p>Encourage independent creation of simple symmetry-folding painted butterflies etc.</p>	<p>Texture and form.</p> <p>Selects, sorts, tears and glues items down.</p> <p>Begins to create collages for a purpose using paper, pasta, beans and larger tactile things.</p> <p>Observe and discuss what happens to the materials.</p> <p>Make rubbings showing a range of textures.</p>
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		different media and materials. Produce simple pictures by printing objects.	life-i.e., printing the skin of a tiger/zebra or tree bark. Create a simple repeating pattern and recognise pattern in the environment.	clay and dough etc.		
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