Mill Hill Primary Academy

Long Term Plan - Reception

2023-2024

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| **Areas of Learning** | | **Autumn 1** | **Autumn 2** | **Spring 1 & 2** | **Summer 1** | **Summer 2** |
| **Topic**: Planes, trains and automobiles  **Subject Driver:** UW – past and present,  **Enquiry question:** Are we nearly there yet?  **End point:** To be able to talk about different types of transport and who my use them. | | **Topic:** The world and beyond  **Subject Driver:** UW – past and present and the natural world  **Enquiry Question:** What is outside my window?  **End point:** to learn about the world around them and beyond into space | **Topic:** All creatures great and small  **Subject Driver:** UOW, the natural world,  **Enquiry Question:** I wonder who lives in the wild?  **End point:** To be able to talk about the different places animals live and to be able to categorise them | |
| **Literacy** | **Word Reading** | * Have favourite books and seeks them out to share with an adult or another child * Repeats words and phrases from familiar stories * We read English text from left to right and top to bottom * The names of different parts of a book | * Notice print such as the first letter of their name or familiar logo * Spot and suggest rhymes * Count of clap syllables in words * Recognises words with the same initial sound * Read individual letters by saying the sounds for them * Read some common exception words (phase 2) | * Blend sounds into words, so that they can read short words made up of known letter-sound correspondences * Read some letter groups that each represent one sound and say sounds for them * Read simple phrase made up of words with known letter sound correspondences | * Read common exception words matched to the school’s phonics programme – phase 2/3 * Read simple sentences made up of words with known letter-sound correspondences | * Say a sound for each letter in the alphabet and at least 10 digraphs * Read words consistent with their phonics knowledge by sound-blending * Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. |
| **Writing** | * Make marks on their picture to stand for their name * Add some marks to their drawings, which they give meaning to | * Use some of their print and letter knowledge in their early writing – initial sounds * Write some or all of their name * Write some letters accurately * Form lower-case and capital letters correctly | * Re-read what they have write to check that it makes sense * Spell words by identifying the sounds and then writing the sounds with letters * Write captions with words with known letter sound correspondences | * Write sentences with words with known letter sound correspondences * Use a capital letter and a full stop * Form most lower-case and capital letters correctly | Write recognisable letters, most which are correctly formed  Spell words by identifying sounds in them and representing the sounds with a letter or letters  Write simple phrases and sentences that can be read by others |
|  | **Comprehension** | * Enjoys and joins in with songs and rhymes, copying sounds, rhythm, tunes and tempo * Ask questions about the book. Makes comments and shares their own ideas. * Develop play around favourite stories using props | * Engage in extended conversations about stories, learning new vocabulary | * Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment | * Demonstrate 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 | |
| **Maths** | **Number** | * Recite numbers past 5 * Say one number for each item in order * Fast recognition of up to 3 objects without having to count them individually * Experiment with their own symbols and marks as well as numerals | * Compares quantities using language: more than, fewer than * Link the number symbol with its cardinal number value * Explore the composition of numbers to 5 * Subitise up to 5 | * Explore the composition of numbers up to 10 * Subitise up to 10 * Automatically recall number bonds for number 0-10 * Understand the one more than/one less than relationship between consecutive numbers | | * Have a deep understanding of number numbers to 10, including the composition of each number * Subitise (recognise quantities without counting) up to 5 * Automatically recall number bonds up to 5 and some number bonds to 10. Including double facts |
| **Numerical Pattern** | * Talk about and explore 2D shapes using informal and mathematical language such as sides, straight, round * Understand position through words alone with no pointing | * Continue, copy and create repeating patterns * Compare length, weight and capacity * Count objects, actions and sounds * Count beyond 10 | * Select, rotate and manipulate shapes in order to develop spatial reasoning skills * Compose and decompose shapes so that children recognise a shape can have other shapes in them * Talk about and explore 3D using informal and mathematical language | * Verbally count beyond 20 recognising the pattern of the counting system * Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity * Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally | |
| **Personal, Social and Emotional Development** | **Self – regulation** | * Talk about their feelings using words like happy, sad, angry and worried. * Expresses their feelings and consider the feelings of others * Identify and moderate their own feeling socially and emotionally * Show resilience and perseverance in the face of others | | * Express their feelings and consider the feelings of others * Show resilience and perseverance in the face of challenge * Identify and moderate their own feelings socially and emotionally | * Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly * Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate * Give focused attention to what the teacher say, responding appropriately even when engaged in activity and show an ability to follow instructions involving several ideas or actions | |
| **Managing Self** | * Can select and use activities and resources with help * Show more confidence in new social situations * Be more outgoing with unfamiliar people * Manage their own needs | | * Manage their own needs * See themselves as a valuable individual | * Be confident to try new activities and show independence, resilience and perseverance in the face of challenge * Explain the reasons for rules, know right from wrong and try to behave accordingly * Manage their own basic hygiene and personal needs including dressing, going to the toilet and understanding the importance of healthy food eating | |
|  | **Building relationships** | * Play with one or more children, extending and elaborating play ideas * Help to find solutions to conflicts and rivalries | * Build constructive and respectful relationships * Think about the perspectives of others | | * Work and play co-operatively and take turns with others * Form positive attachments to adults and friendships with peers * Show sensitivity to their own and to others needs | |
| **Communication and Language** | **Listening, attention and understanding** | * Listen and respond to simple instruction * Listen to simple stories and understand what is happening, with the help of pictures * Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’) | * Use a wider range of vocabulary * Understand how to listen carefully and why listening is important * Understand ‘why’ questions like: “Why do you think the caterpillar got so fat?” | * Learn new vocabulary * Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary * Engage in non-fiction books * Listen to and talk about stories to build familiarity and understanding | * Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. * Make comments about what they have heard and ask questions to clarify their understanding * Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | * Listen and respond to simple instruction * Listen to simple stories and understand what is happening, with the help of pictures * Understand simple questions about ‘who’, ‘what’ and ‘where’ (but generally not ‘why’) |
| **Speaking** | * Sing a large repertoire of songs * Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ * Can start a conversation with an adult or a friend and continue it for many turns | * Use new vocabulary through the day * Ask questions to find out more and to check they understand what has been said to them. * Describe events in some detail | * Articulate their ideas and thoughts in well-formed sentences * Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen | * Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary * Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. * Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher | * Sing a large repertoire of songs * Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’ * Can start a conversation with an adult or a friend and continue it for many turns |
| **Physical Development** | **Gross Motor Skills** | * Continue to develop their movement, balancing, riding and ball skills * Go up steps and stairs or club up apparatus, using alternative feet | * Revise and refine fundamental movement skills they have already acquired – rolling, crawling, hopping, walking, skipping, climbing * Progress towards a more fluent style of moving * Combine different movements with ease and fluency   Use their core muscle strength to achieve a good posture when sitting at a table | * Confidently and safely use a range of large and small apparatus indoors and outdoors, alone or in a group * Develop overall body-strength balance, co-ordination and agility * Further develop and refine a range of ball skills including throwing, catching, kicking. Passing, batting and aiming | * Develop the overall body strength, co-ordination, balance and agility needed to engage with future PE sessions including dance, gymnastics, sport and swimming | * Negotiate space and obstacles safely, with consideration for themselves and others * Demonstrate strength, balance and co-ordination when playing * Move energetically such as running, jumping, dancing, hopping, skipping and climbing |
| **Fine Motor Skills** | * Start to eat independently and learning how to use a knife and fork * Use a comfortable grip with good control when holding pens and pencils * Use one handed tools and equipment | | * Develop their small motor skills so that they can use a range of tools competently, safely and confidently. | * Develop the foundations of a handwriting style which is fast, accurate and efficient | * Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases * Use a range of small tools, including scissors, paintbrushes and cutlery * Begin to show accuracy and care when drawing |
| **Understanding the World** | **Past and present** | * Begin to make sense of their own life story and families history * Talk about the lives of the people around them and their role in society | | * Know some similarities and difference between thing in the past and now, drawing on their experiences and what has been read in class * Understand the past through settings, characters and events encountered in books read in class and storytelling | | |
| **People, Culture and communities** | * Show interest in different occupations * Continue to develop positive attitudes about the differences between people * Know that there are different countries in the world and talk about the differences they have experienced of seen in photos | * Recognise that people have different beliefs and celebrate special times in different ways * Talk about members of their immediate family and community * Name and describe people who are familiar to them * Compare and contrast characters from stories including figures from the past | * Recognise some similarities and differences between life in this country and life in other countries * Understand that some places are special to members of their community * Draws information from a simple map | * Describe their immediate environment using knowledge from observation discussion, stories, non-fiction text and maps * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experience and what has been read in class * Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, texts and maps | |
| **The Natural World** | * Talk about the difference between materials and changes they notice * Use all of their sense in hands on exploration of the natural world | * Describe what they see, hear and feel whist outside * Understand the effect of changing seasons on the natural world around them | * Recognise some environments that are different to the one in which they live | * Explore the natural world around them, making observations and drawing pictures of animals and plants * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter | |
| **Expressive Arts and Design** | **Creating with materials** | * Explore different materials freely, in order to develop their ideas about how to use them and what to make. * Join different materials and explore different textures. * Use drawing to represent ideas like movement or loud noises. * Explore colour and colour-mixing. | | * Explore, use and refine a variety of artistic effects to express their ideas and feelings. * Create collaboratively sharing ideas, resources and skills. | * Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function, * Share their creations, explaining the process they have used. * Make use of props and materials when role playing characters in narratives and stories. | |
| **Being imaginative and expressive** | * Take part in simple pretend play, using an object to represent something else even though they are not similar. * Remember and sing entire songs * Play instruments with increasing control to express feelings and ideas. | | * Listen attentively, move to and talk about music, expressing their feelings and responses. * Develop storylines in their pretend play. * Sing in a group or on their own, increasingly matching the pitch and following the melody. | * Invent, adapt and recount narratives and stories with peers and their teachers. * Sing a range of well-known nursery rhymes and songs. * Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. | |