

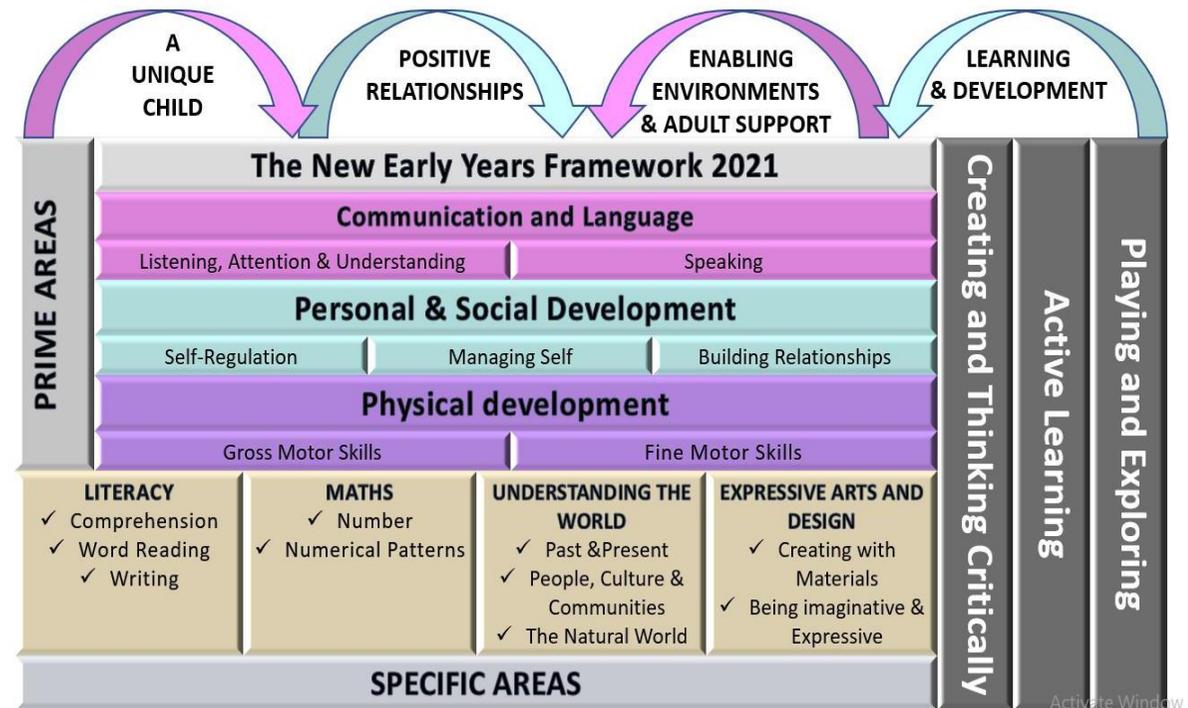


RECEPTION LONG TERM PLAN 2023 - 2024

Our aim is to encourage each child to develop their full potential by growing in confidence and gaining independence in a caring and stimulating environment.

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. In partnership with parents and carers, we enable the children to begin the process of becoming active life-long learners.

We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At St Joseph's, we provide our children with opportunities to develop all seven areas of the curriculum through both our indoor and outdoor provision and through accessing our Forest School environment. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date. Communication is important to us and we greatly value the relationship that we develop with parents throughout this year.



St. Joseph's R.C Primary School and Nursery
Reception Long Term Plan 2023 – 2024



| Topics | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------|---|---------------------|-------------------------|------------------------------|------------------------|---------------------|
| | | <i>All About Me</i> | <i>Around My School</i> | <i>Our Community Helpers</i> | <i>Signs of Spring</i> | <i>Then and Now</i> |
| Overarching Principles | Characteristics of Effective Learning and Teaching | | | | | |
| | <p>Playing and Exploring: - Children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning</p> <p>Active Learning: - Children concentrate and persevere if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.</p> <p>Creating and Thinking Critically: - Children develop their own ideas and make links between these ideas and develop strategies for doing things. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.</p> <p>Unique Child: Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children learn to be strong and independent through positive relationships.</p> <p>Enabling environments: Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</p> <p>Learning and Development: Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND)</p> <p>PLAY: At St Joseph's, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore, we are proud that our EYFS has an underlying ethos of 'learning through play'. Play is essential for children's development across all areas. Play builds on children's confidence as they learn to explore, to relate to others around them and develop relationships, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.</p> <p align="center">We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p> | | | | | |

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| <p>Topics</p> <p>NB: These themes may be adapted at various points to allow for children's interests to flow through the provision</p> | <ul style="list-style-type: none"> Starting School My New Class New Beginnings My Family Our Class Promises Likes and Dislikes My Favourite Toys What Makes Me Special? My Friends Autumn Being Me in My World | <ul style="list-style-type: none"> Where Do I Live? My Town My School Who Lives in My House? Celebrating Differences What is a map? Night and Day Bonfire Night Fire Safety Remembrance Day Advent & Christmas The Nativity | <ul style="list-style-type: none"> People Who Help Us Aspirations Week What do I want to be when I grow up? Dreams and Goals Winter Snow and Ice Melting Lunar New Year Valentine's Day Pancake Day | <ul style="list-style-type: none"> What is happening to the trees? Where do flowers come from? Farming Growing and Gardening The Great Outdoors Life Cycles Butterflies Healthy Me | <ul style="list-style-type: none"> How have I changed since I was a baby? Grandparents Animals and Their Young Time (yesterday, tomorrow, last week) A Blast from the Past Looking After Our Planet Relationships | <ul style="list-style-type: none"> Where are we from? What is a globe? Amazing Animals Habitats Minibeasts Climates Life in Another Country Going to the Zoo Starting Year 1 Changing Me |
| <p>Enrichment Events</p> | <p>SCHOOL TRIPS</p> <ul style="list-style-type: none"> Perrygrove Children's Railway Library Visits Community Gardens <ul style="list-style-type: none"> Black History Month Harvest Festival Month of the Holy Rosary Hannukah Macmillan Coffee Morning Feast Day of St. Vincent De Paul Feast Day of St. Francis | <p>SCHOOL TRIPS</p> <ul style="list-style-type: none"> Cinderella On Ice Library Visits Community Gardens <ul style="list-style-type: none"> Christmas Fayre School Nativity Remembrance Day Pumpkin Party Children in Need Odd Sock Day Anti-Bullying Week Christmas Puppet Show Movie Night | <p>SCHOOL TRIPS</p> <ul style="list-style-type: none"> Little Oaks Play Village - Newport Library Visits Community Gardens <ul style="list-style-type: none"> NSPCC Number Day Lunar New Year Events Mental Health Awareness Week Internet Safety Day National Storytelling Week Crazy Hair Day Speak Out Stay Safe - NSPCC | <p>SCHOOL TRIPS</p> <ul style="list-style-type: none"> Library Visits Community Gardens <ul style="list-style-type: none"> Chicks Frogspawn Butterflies World Book Day Easter St. Joseph's Feast Day Science Week Mother's Day Our Class Assembly National Poetry Day | <p>SCHOOL TRIPS</p> <ul style="list-style-type: none"> The Wild Place Project – Bristol Library Visits Community Gardens <ul style="list-style-type: none"> Feast Day of St. Mary Road Safety | <p>SCHOOL TRIPS</p> <ul style="list-style-type: none"> Library Visits Community Gardens <ul style="list-style-type: none"> Father's Day Sports Day Sports for Champions National Sports Week Summer Fayre Transition to Year 1 End of Year Celebrations |

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| <p align="center">Key Texts</p> <p>(This is just a selection of books we will use throughout the year – other stories are available for the children to access)</p> <p>Books in Blue – Pie Corbett's Reading Spine</p> <p>Celebrating Festivals and Cultural Diversity</p> | <ul style="list-style-type: none"> • Owl Babies - Martin Waddell • Six Dinner Sid - Inga Moore • Riley Can Be Anything - Davina Hamilton • My Hair - Hannah Lee • Room on a Broom – Julia Donaldson • The Ugly Five – Julia Donaldson • Super Sid – Sam Lloyd • Brown bear, Brown Bear – Bill Martin • Spinderella – Julia Donaldson • Sharing a Shell – Julia Donaldson • I'm Worried - Michael Ian Black • The Huge Bag of Worries - Virginia Ironside • Colour Monster - Anna Llenas • Can I Build Another Me? - Shinsuke Yoshitake | <ul style="list-style-type: none"> • The Gruffalo – Julia Donaldson • On The Way Home – Jill Murphy • Goodnight Moon - Margaret Wise Brown • Luna Loves Library Day - Joseph Coelho • Maps - Aleksandra Mizielinska • Going to School – Usborne First Experiences • A Place Called Home: Look Inside Houses Around the World - Kate Baker • The Can Caravan - Richard O'Neill • In Every House on Every Street - Jess Hitchman • Two Places to Call Home - Phil Earle • Maps of the United Kingdom - Rachel Dixon • Jesus' Christmas Party - Nicholas Allan • Grandpa Christmas - Michael Morpurgo | <ul style="list-style-type: none"> • Mr Grumpy's Outing - John Burningham • Shh! - Sally Grindley • The Proudest Blue – Ibtihaj Muhammad • The Train Ride - June Crebbin • The Vehicles of the Town - Jolas Wittler • The smartest giant in town – Julia Donaldson • Firefighters – Lucy M George • Mrs. Jollipop - Dick King-Smith • A Superhero Like You - Dr. Ranj Singh • The Jolly Postman or Other People's Letters - Allan & Janet Ahlberg • Mog and the V.E.T. - Judith Kerr • When You're Fast Asleep – Who Works at Night-Time? - Peter Arrhenius • Doctorsaurus - Emi-Lou May • Lunar New Year Around the World - Amanda Li | <ul style="list-style-type: none"> • Whatever Next - Jill Murphy • Farmer Duck - Martin Waddell • Spot's Windy Day – Eric Hill • Tadpoles – Julia Donaldson • Weather – Jill McDonald • Seasons Timing • Tree: Seasons Come, Seasons Go - Patricia Hegarty • I Am the Seed That Grew the Tree: A Nature Poem for Every Day of the Year - Fiona Waters • Bella Loves Bugs - Jess French • Sam Plants a Sunflower - Kate Petty • Pip & Egg - Alex Latimer • The Very First Easter - The Beginner's Bible • Santa Claus vs The Easter Bunny - Fred Blunt | <ul style="list-style-type: none"> • Mrs Armitage on Wheels - Quentin Blake • The Book of Fantastic First Poems - June Crebbin • What Babies Used to Wear – Anne Witherington • A Day in the Life of a Victorian Child – Penelope Harnett • My History • My Toys, Gran's Toys • Major Glad, Major Dizzy - Jan Oke • Peepo - Allan & Janet Ahlberg • When I Was a Child - Andy Stanton • Hats of Faith - Medeia Cohan-Petrolino • Lost and Found - Oliver Jeffers | <ul style="list-style-type: none"> • Handa's Surprise - Eileen Browne • Look Up! - Nathan Bryon • Bringing the Rain to Kapiti Plain - Verna Aardema • Are you a snail? – Judy Allen • Masai and I – Virginia Kroll • Creepy Crawlies – Pat-a-Cake • Slinky Malinky - Lynley Dodd • The Snail and the Whale – Julia Donaldson • Handa's Hen - Eileen Browne • Apes and Monkeys – Barbara Taylor • The Great Green Forest - Paul Geraghty • Off to the Sweet Shores of Africa - Uzo Unobagha • The Rainbow Fish - Marcus Pfister • A World For Me and You - Uju Asika |

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| <p>Core Values & British Values</p> <p>Fundamental British Values underpin what it is to be a citizen in a modern and diverse Great Britain valuing our community and celebrating diversity of the UK.</p> <p>Fundamental British Values are not exclusive to being British and are shared by other democratic countries. These will mirror the principles and values of our school & British Values.</p> <p>We will 'dip in and out of each area' each term as and when we need to.</p> | <p align="center">Mutual Respect</p> <p>We are all unique. We respect differences between different people and their beliefs in our community, in this country and all around the world. All cultures are learned, respected, and celebrated. We will celebrate and learn about a range of celebrations and festivals from a range of faiths throughout the year, teaching respect for others beliefs.</p> <p align="center">Mutual Tolerance</p> <p>Everyone is valued, all cultures are celebrated and we all share and respect the opinions of others. Mutual tolerance of those with different faiths and beliefs and for those without faith. We will participate in a range of cultural and religious celebrations throughout the year to develop children's tolerance for others and encourage children to value difference in regards to faith.</p> <p align="center">Rule of Law</p> <p>We all know that we have our school promises that we must follow. We know who to talk to if we do not feel safe. We know right from wrong. We recognise that we are accountable for our actions. We must work together as a team when it is necessary. We will introduce the children to the classroom rules and give them ownership by helping them to create a classroom display. We will use positive praise and classroom behaviour systems to encourage children's understanding of right and wrong.</p> <p align="center">Individual Liberty</p> <p>We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. We understand and celebrate the fact that everyone is different. Our first topic is All about Me where we will celebrate our differences, what makes us individually special and respect for our differences.</p> <p align="center">Democracy</p> <p>We all have the right to be listened to. We respect everyone and we value their different ideas and opinions. We have the opportunity to play with who we want to play with. We listen with intrigue and value and respect the opinions of others.</p> | | | | | |

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| Parental Involvement | <p>We recognise that parents are children's first and most enduring educators. We actively involve parents and carers in their children's educational journey by:</p> <ul style="list-style-type: none"> • an effective and comprehensive transition period to support children and their families, including settling in sessions, nursery and reception class visits and completed 'all about me' forms before starting; • ensuring all parents know who their child's key worker is (class teacher in Reception); • parent workshops to help parents understand how they can support their child's learning; • arranging a range of activities throughout the year that encourage collaboration between child, school and parents: home learning activities, school events, productions/assemblies, school visits; • the use of Kinteract as an online journal to share children's learning and achievements with parents; • regular updates on our class pages on the school website to show learning in action; • providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments and adding them to the online learning journal which inform planning and provision; • encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress together, a Reception welcome meeting in July to introduce expectation for the year and a curriculum evening in September. Parents receive a report on their child's attainment and progress each school year; • providing each Reception child with a reading record that goes home with them every day with comments on progress and next steps and parents are encouraged to make positive comments on their child's reading at home. We also send weekly newsletters home with tasks linked to children's learning that week so parents can be involved in understanding what their child is learning. <p align="center">It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.</p> | | | | | |
| Support for Parents | <p align="center"><u>Nursery</u></p> <ul style="list-style-type: none"> • Monthly Stay & Play sessions for perspective families • Parent involvement in school trips and outings • Support for families with English as an additional language to come and read stories in their first language to the children • Support with behaviour at home • Support for toilet training • Support for families of children with SEN – including support with referrals and strategies. | | | <p align="center"><u>Reception</u></p> <ul style="list-style-type: none"> • Phonics Workshops • Kinteract Workshops • Curriculum Evening • Parent involvement in school trips and outings • Support with behaviour at home • Reception new starters summer family picnic • Support for families of children with SEN – including support with referrals and strategies. | | |

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| Communication and Language | <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p> | | | | | |
| | <p align="center">BIRTH TO FIVE MATTERS</p> <p>Listening & Attention – The children will begin to listen to others one to-one or in small groups and listen to familiar stories with increasing attention and recall. We will be looking at bear themed stories such as 'Where's My Teddy?', 'The Bumblebear' and 'We're going on a Bear Hunt'. The children will also learn to follow directions and will show lots of variability in their listening behaviour.</p> <p>Understanding – The children will begin to understand 'how' and 'why' questions and will respond to instructions with several elements. The children will continue to develop their conversational skills and have a growing understanding of humour.</p> <p>Speaking – The children will use more complex sentences to link thoughts and will be able to recall some past experiences. They will also absorb and use language they hear around them in their community and culture and build up their vocabulary to reflect the breadth of their experiences. The children will learn a range of new words relating directly to our topic and will use this language to describe themselves, their families and things that are important to them.</p> | <p align="center">BIRTH TO FIVE MATTERS</p> <p>Listening & Attention – The children will show variability in listening behaviour; some may move around and fiddle but still be listening or some may sit still but not be absorbed by activity. The children may also begin to indicate two-channelled attention, meaning they can listen and still be doing for short periods of time. We will continue to share a range of stories and the children will continue to develop their listening behaviours in a range of different situations.</p> <p>Understanding – The children will be beginning to understand a range of complex sentence structures including negatives, plurals, and tense markers. They will also begin to understand humour and be able to follow a story without pictures or props. They will also learn to understand questions such as who; why; when; where and how.</p> <p>Speaking – The children will extend their vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words through our topic. The children will also use language to imagine and recreate roles and experiences in play situations and may introduce a storyline or narrative into their play</p> | <p align="center">EARLY LEARNING GOALS</p> <p>Listening, Attention and Understanding The children will 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. They will also make comments about what they have heard and ask questions to clarify their understanding. The children will also hold a conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>Speaking The children will continue to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. They will offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. The children will also be able to 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.</p> | | | |

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| Personal, Social and Emotional Development | <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy 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 should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how 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.</p> | | | | | |
| | <p style="text-align: center;"><u>BIRTH TO FIVE MATTERS</u></p> <p>Making Relationships – The children will begin to seek out companionship with adults and other children, sharing experiences and play ideas. They will also become increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. They will also have a growing understanding of what makes a consistent and stable relationship.</p> <p>Sense of Self – The children will recognise that they belong to different communities and social groups and communicate freely about their own home and community. They will enjoy a sense of belonging through being involved in daily school tasks and routines, and will become increasingly outgoing towards new people and in new social situations, such as going to assembly.</p> <p>Understanding Emotions – The children will express a wide range of feelings and emotions and become increasingly able to manage these emotions. They will also talk about how others might be feeling and respond according to their understanding of the other person's needs and wants. They will also begin to understand that expectations vary depending on different events, social situations and changes and adapt their behaviour.</p> | <p style="text-align: center;"><u>BIRTH TO FIVE MATTERS</u></p> <p>Making Relationships – The children will represent and recreate what they have learnt about social interactions from their relationships with close adults, in their play and relationships with others. They will continue to develop friendships and become increasingly flexible and cooperative as they are more able to understand other people's needs, wants and behaviours. Develop social skills and begin to resolve conflicts with support from adults.</p> <p>Sense of Self – The children will show confidence in speaking to others about their own needs, wants, interests and opinions and will talk about themselves in positive terms. They will also show confidence in choosing resources and perseverance in carrying out a chosen activity.</p> <p>Understanding Emotions – Talk about their own and others' feelings and behaviour and its consequences and begin to understand how their actions impact other people (and the world). Become more able to manage their feelings and tolerate situations in which their wishes cannot be met. Become aware of behavioural expectations in different environments.</p> | <p style="text-align: center;"><u>EARLY LEARNING GOALS</u></p> <p>Self-Regulation The children will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They will begin to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. The children will also give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Managing Self The children will learn to be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will also be able to explain the reasons for rules, know right from wrong and try to behave accordingly. The children will also manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>Building Relationships Finally, the children will work and play cooperatively and take turns with others; form positive attachments to adults and friendships with peers and show sensitivity to their own and to others' needs.</p> | | | |

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| Physical Development | <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later 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 feedback and support from adults, allow children to develop proficiency, control and confidence.</p> | | | | | |
| | <p align="center"><u>BIRTH TO FIVE MATTERS</u></p> <p>Moving & Handling – The children will develop their ability to use a range of climbing and balancing equipment. They will continue to develop their spatial awareness and negotiate space successfully, adjusting speed or direction to avoid obstacles. They will also be able to apply these skills when we visit forest school and during our PE sessions. The children will learn to handle tools, objects, construction and malleable materials safely and with increasing control and intention. They may also begin to show a preference for a dominant hand and begin to use this during mark making and writing activities.</p> <p>Health & Selfcare – The children will begin to establish a consistent, daily pattern in relation to eating, toileting and sleeping routines and will start to explain why this is important. Most of the children will also be able to manage their own toileting needs and will stay clean and dry while at school. During physical activity, the children will be able to observe and describe in words or actions the effects that this has on their bodies. The children will be able to independently dress and undress for P.E, and feed themselves during snack and lunchtimes.</p> | <p align="center"><u>BIRTH TO FIVE MATTERS</u></p> <p>Moving & Handling – The children will choose to move in a range of ways, moving freely and with confidence making changes to body shape, position, and pace of movement such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding, and hopping. This will be done through our PE lessons, Forest School sessions and using our outdoor provision. The children will also learn to travel with confidence and skill around, under, over and through balancing and climbing equipment. The children will handle tools, objects, construction, and malleable materials safely and with increasing control and intention and will establish their dominant hand.</p> <p>Health & Selfcare – Through our topic, the children will try a range of healthy foods and describe a range of different food textures and tastes. They will show some understanding that good practices about exercise, eating, drinking water, sleeping and hygiene can contribute to good health. They will describe physical changes to the body that can occur when feeling unwell, anxious, excited, or sad.</p> | <p align="center"><u>EARLY LEARNING GOALS</u></p> <p>Gross Motor Skills The children will negotiate space and obstacles safely, with consideration for themselves and others and demonstrate strength, balance and coordination when playing. They will also move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>Fine Motor Skills The children will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. They will also be able to use a range of small tools, including scissors, paintbrushes and cutlery and begin to show accuracy and care when drawing.</p> | | | |

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| <p>PE</p> <p><i>PE Hub & Activate</i></p> | <p><u>Gymnastics Unit 1</u></p> <ul style="list-style-type: none"> • Lesson 1: Move safely WALT: Listen and respond appropriately to instructions • Lesson 2: Take off and land on two feet WALT: Jump and rebound on and off low apparatus • Lesson 3: Balance and move balls and beanbags WALT: Balance the beanbag or ball in as many different ways on the body as possible • Lesson 4: Travel on mats and benches WALT: Work on apparatus stations to develop travelling skills on various body parts • Lesson 5: Copy and repeat actions WALT: Show ability to copy and repeat simple patterns • Lesson 6: Perform simple shapes and balances WALT: Discover and perform simple shapes | <p><u>Dance Unit 1</u></p> <ul style="list-style-type: none"> • Lesson 1: Responding to colours WALT: Use colours and feelings in dance • Lesson 2: Exploring animal movements WALT: Perform as animals using different levels and directions • Lesson 3: Unison and canon WALT: Work with a partner • Lesson 4: Taking pupils through the seasons WALT: How to show expression through our sequence • Lesson 5: Exploring transport WALT: Perform transports actions and movements in our dance | <p><u>Speed, Agility and Travel Unit 1</u></p> <ul style="list-style-type: none"> • Lesson 1: Turn over the cone WALT: To move in different directions • Lesson 2: Chasing games WALT: Keep our bodies safe in running games • Lesson 3: Hoop jump WALT: Jump in different directions • Lesson 4: Experiment with different starting and stopping positions WALT: Stop play safely • Lesson 5: Jungle tag WALT: Move at slow and fast speeds • Lesson 6: Musical statues WALT: Stop safely in different ways |
| | <p><u>Gymnastics Unit 2</u></p> <ul style="list-style-type: none"> • Lesson 1: Link shapes and ways of moving WALT: Discover shapes and ways to travel • Lesson 2: Egg roll and log roll WALT: Add two rolls to previous movement pattern • Lesson 3: Follow different pathways WALT: Travel in different directions and pathways • Lesson 4: Balance on points and patches WALT: Identify different parts of the body to balance on • Lesson 5: Link movements through storytelling WALT: Include points and patches in the Giant's story • Lesson 6: Use a start and finish position WALT: Choose three points or patch balances from the Giant's story | <p><u>Dance Unit 2</u></p> <ul style="list-style-type: none"> • Lesson 1: Mirroring and following WALT: Use leading and following movements • Lesson 2: Hokey/cokey WALT: Move to the count of 8 • Lesson 3: Follow the leader WALT: Perform with a partner to the count of 8 • Lesson 4: Parachute games WALT: Work with a partner to perform • Lesson 5: Ampe tradition African game WALT: perform a dance using 4 actions | <p><u>Speed, Agility and Travel Unit 2</u></p> <ul style="list-style-type: none"> • Lesson 1: Balloon games WALT: Handle a balloon • Lesson 2: Cookie monster WALT: Handle a ball • Lesson 3: Not in my backyard WALT: Kick a ball • Lesson 4: Cross the river WALT: Hop, jump and step • Lesson 5: Carrying together WALT: Send a ball or beanbag • Lesson 6: Whack a mole WALT: Send and stop in a game |

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| Literacy | It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). | | | | | |
| Phonics <i>Read, Write, Inc</i> | <p align="center"><u>BIRTH TO FIVE MATTERS</u></p> <p>Reading – the children will enjoy an increasing range of print and digital books, both fiction and non-fiction and recall and discuss stories or information that has been read to them. Daily reading will take place to develop skills and a love of reading.</p> <p>Read, Write, Inc Phonics Sessions - the children will be learning speed sounds and will begin to blend sounds to read and write words. They will begin to learn some common exception words to support reading, writing, comprehension and spelling. Daily reading will also take place and plenty of opportunity for recall of sounds.</p> <p>Writing – the children will learn to give meaning to the marks they make as they draw, write, paint and type. They will start to develop their phonic knowledge by linking sounds to letters and begin to write some recognisable letters, such as the letters in their own name.</p> | | <p align="center"><u>BIRTH TO FIVE MATTERS</u></p> <p>Reading – The children will begin to read some high frequency words, and use their developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences. They will engage with books and other reading material at an increasingly deeper level.</p> <p>Read, Write, Inc Phonics Sessions - the children will continue to learn their sounds and begin to blend sounds to read and write words, captions and sentences. They will progress through each stage and become fluent readers. Daily reading will continue to take place to embed these skills.</p> <p>Writing – The children will continue to develop phonic knowledge by linking sounds to letters, naming and sounding some of the letters of the alphabet. They will use their developing phonic knowledge to write things such as labels and captions, later progressing to simple sentences. The children will use this knowledge to communicate meaning for an increasingly wide range of purposes, such as making greetings cards, tickets, lists, invitations and creating their own stories.</p> | | <p align="center"><u>EARLY LEARNING GOALS</u></p> <p>Comprehension The children will demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will also anticipate – where appropriate – key events in stories and use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>Word Reading The children will say a sound for each letter in the alphabet and at least 10 digraphs and read words consistent with their phonic knowledge by sound blending. They will also read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>Writing The children will Write recognisable letters, most of which are correctly formed and spell words by identifying sounds in them and representing the sounds with a letter or letters. They will also become increasingly confident at writing simple phrases and sentences that can be read by others</p> | |

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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| | <i>All About Me</i> | <i>Around My School</i> | <i>Our Community Helpers</i> | <i>Signs of Spring</i> | <i>Then and Now</i> | <i>All Around the World</i> |
| Mathematics | <p>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 be afraid to make mistakes.</p> | | | | | |
| | <p align="center"><u>BIRTH TO FIVE MATTERS</u></p> <p>The children will use some number names and number language within play and become increasingly confident at counting. They will develop their recognition of numbers and will begin to subitise numbers up to five. Through play and exploration, the children will begin to learn that numbers are made up (composed) of smaller numbers and begin to use their understanding of number to solve practical problems in play and meaningful activities. The children will continue to develop their spatial awareness and will engage in puzzles, use directional language and create maps of our school. They will explore shape, using both informal and mathematical language to describe them. The children will explore patterns and measurements, engaging in a variety of both adult and child-led activities.</p> | <p align="center"><u>BIRTH TO FIVE MATTERS</u></p> <p>Through a range of play-based activities, practical activities, songs and discussion the children will continue to develop a range of mathematical concepts. These mathematical concepts are broken down into the following skills: comparison, counting, cardinality, composition, spatial awareness, shape, pattern and measure. Through adult-led teaching and during continuous provision the children will be able to build upon these skills. The children will continue to develop the ability to compare, count accurately, subitise effectively, and have a deeper understanding of the composition of numbers. Through our topic, the children will also focus on deepening their understanding of spatial language by creating and looking at various maps and using directional and positional language. The children will also be able to describe shapes, create their own patterns and be able to measure and compare the length, weight or height of various objects. The children will also work on becoming increasingly able to order and sequence events using everyday language related to time and will begin to experience measuring time with timers and calendars.</p> | <p align="center"><u>EARLY LEARNING GOALS</u></p> <p><u>Number</u> The children will have a deep understanding of number to 10, including the composition of each number and be able to subitise (recognise quantities without counting) up to 5. The children will also automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</p> <p><u>Numerical Patterns</u> The children will verbally count beyond 20, recognising the pattern of the counting system and compare quantities up to 10 in different contexts. The children will recognise when one quantity is greater than, less than or the same as the other quantity. They will also explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</p> | | | |

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| <p>NCTEM <i>Mastering Number Programme</i></p> | <ul style="list-style-type: none"> • Pupils will build on previous experiences of number from their home and nursery environments, and further develop their subitising and counting skills. • They will explore the composition of numbers within 5. • They will begin to compare sets of objects and use the language of comparison. • Pupils will identify when a set can be subitised and when counting is needed subitise different arrangements, both unstructured and structured, including using the Hungarian number frame • Make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills • Spot smaller numbers 'hiding' inside larger numbers • Connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers • Hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number • Develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds • Compare sets of objects by matching • Begin to develop the language of 'whole' when talking about objects which have parts. | <ul style="list-style-type: none"> • Pupils will continue to develop their subitising and counting skills and explore the composition of numbers within and beyond 5. • They will begin to identify when two sets are equal or unequal and connect two equal groups to doubles. • They will begin to connect quantities to numerals. • Pupils will continue to develop their subitising skills for numbers within and beyond 5 and increasingly connect quantities to numerals • Begin to identify missing parts for numbers within 5 • Explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame • Focus on equal and unequal groups when comparing numbers • Understand that two equal groups can be called a 'double' and connect this to finger patterns • Sort odd and even numbers according to their 'shape' • Continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern • Order numbers and play track games • Join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers. | <ul style="list-style-type: none"> • Pupils will consolidate their counting skills, counting to larger numbers and developing a wider range of counting strategies. • They will secure knowledge of number facts through varied practice. • Pupils will continue to develop their counting skills, counting larger sets as well as counting actions and sounds • Explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame • Compare quantities and numbers, including sets of objects which have different attributes • Continue to develop a sense of magnitude, e.g., knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2 • Begin to generalise about 'one more than' and 'one less than' numbers within 10 • Continue to identify when sets can be subitised and when counting is necessary • Develop conceptual subitising skills including when using a rekenrek. |
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| Understanding the World | <p>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 will support later reading comprehension.</p> | | | | | |
| | <p align="center"><u>BIRTH TO FIVE MATTERS</u></p> <p>People & Communities – The children will enjoy joining in with family customs and routines. They will begin to talk about past and present events in their own life and in the lives of their family members. They will also be able to talk about some similarities and differences between themselves and others, and among families, communities, cultures and traditions. We will explore several different events and significant dates such as Remembrance Day, Bonfire Night, Advent and Christmas.</p> <p>The World – The children will comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. This will be done by exploring our local community e.g. Our Church & Library</p> <p>Technology – The children will begin to develop their digital literacy skills by accessing a range of technologies e.g. iPad, IWB, BeeBots etc.</p> | | <p align="center"><u>BIRTH TO FIVE MATTERS</u></p> <p>People & Communities – The children will continue to talk about past and present events in their own life and in the lives of family members. They will also begin to identify similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>The World – Through our topic, the children will talk about the features of their own immediate environment and how environments might vary from one another. We will begin to explore different countries from around the world and look at how people's lives are the same and different in a variety of different countries. The children will also continue to look closely at similarities, differences, patterns and change in nature – focussing specifically on Spring.</p> <p>Technology – The children will continue to develop their digital literacy skills by being able to access, understand and interact with a range of different technologies. We will be looking closely at using the Bee-Bots this term to develop our special awareness and positional and directional language. The children will also have the opportunity to create content such as a video recording, story, and/or draw a picture on screen.</p> | | <p align="center"><u>EARLY LEARNING GOALS</u></p> <p>Past and Present Children will talk about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They will understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>People, Culture and Communities Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. They will Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>The Natural World Children will explore the natural world around them, making observations and drawing pictures of animals and plants. They will 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. They will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | |

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| <p style="text-align: center;">Science</p> <p style="text-align: center;"><i>Snap Science</i></p> | <p style="text-align: center;"><u>PHYSICS</u></p> <p style="text-align: center;">Light, Space, Electricity & Movement</p> <ul style="list-style-type: none"> • Lesson 1: What happens at Night? WALT: use appropriate language to talk about what happens at night, including dark, light, the Sun, Moon and stars. • Lesson 2: What is in the Sky? WALT: Name and describe a range of living and non-living things that are in the sky. • Lesson 3: What is the moon? WALT: Describe the Moon's appearance and what an astronaut does. • Lesson 4: What makes it move? WALT: Demonstrate how a push or a pull is needed to make an object move. • Lesson 5: How does my toy work? WALT: Demonstrate and describe, using the words 'push', 'pull' and 'twist', what they need to do to make a toy move. • Lesson 6: What floats? WALT: Talk about objects that float and sink, referring to the size, shape and mass of the object, and what it is made from, and link this to their first-hand experience. <p style="text-align: center;">Seasonal Changes</p> <ul style="list-style-type: none"> • What is happening to the trees? - describe the physical changes they notice on and around a tree during the season of autumn. | <p style="text-align: center;"><u>CHEMISTRY</u></p> <p style="text-align: center;">Objects and Materials</p> <ul style="list-style-type: none"> • Lesson 1: Who lives here? WALT: Describe a range of homes and give reasons why different homes are suitable for the people who live there. • Lesson 2: Which hat is best to wear today? WALT: Give reasons why a particular hat is suitable for a particular type of weather, based on the observable simple properties of the material from which it is made. • Lesson 3: What melts? WALT: name some materials that melt and describe what they observe during the melting process. • Lesson 4: What happens when you mix it? WALT: use comparative and descriptive language to talk about what they notice when they mix two or more materials together. • Lesson 5: What goes through? WALT: talk about the size of an object, how it goes through a sieve and therefore how the sieve can be used to separate objects. | <p style="text-align: center;"><u>BIOLOGY</u></p> <p style="text-align: center;">Animals and Plants</p> <ul style="list-style-type: none"> • Lesson 1: What does an earthworm do? WALT: Talk about their observations of earthworms and what they notice them doing • Lesson 2: Who has stripes? WALT: Talk about a range of familiar striped animals and start to suggest why the stripes may help to keep those animals safe. • Lesson 3: What is inside an egg? WALT: Identify some animals that lay eggs and talk about the young animals that hatch from them. • Lesson 4: What am I made of? WALT: Name the main parts of their bodies, describe their functions and know what to do to look after themselves. • Lesson 5: Is all of a plant green? WALT: Describe a range of familiar plants, including flowering and non-flowering species, naming and describing some simple features of these. • Lesson 6: Who are my parents? WALT: Talk about and name several different animals, matching the young to the adult. |
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| Computing <i>Kapow</i> | <u>AUTUMN 1: Computing Systems and Networks 1</u> | <u>SPRING TERM: Computing Systems and Networks 2</u> | <u>SUMMER 1: Programming 2</u> |
| | <p>Using a Computer</p> <ul style="list-style-type: none"> • Lesson 1: Keyboards WALT: Locate relevant keys on a keyboard • Lesson 2: Logging in and out WALT: Log in and out and understand why this is important • Lesson 3: Mouse Control WALT: Control a mouse with moving the cursor and Clicking • Lesson 4: Mouse Control – Clicking WALT: Use the mouse to create digital art • Lesson 5: Mouse Control –Clicking and Dragging WALT: Hold down our finger on the mouse as we move an object across the screen. | <p>Exploring Hardware</p> <ul style="list-style-type: none"> • Lesson 1: Exploring Hardware WALT: Explore and tinker with hardware to develop familiarity and introduce relevant vocabulary • Lesson 2: Real World WALT: Recognise that a range of technology is used in places such as homes and schools • Lesson 3: Pictures of Play WALT: Operate a camera and take pictures. • Lesson 4: Picture Walk WALT: Further develop our photography skills • Lesson 5: Class Photo Album WALT: To create a class gallery | <p>BeeBots</p> <ul style="list-style-type: none"> • Lesson 1: Understanding Arrows WALT: Follow a simple sequence of instructions • Lesson 2: Introducing BeeBots WALT: Experiment with programming a Bee-Bot • Lesson 3: Bee-Bot Programming WALT: Give simple commands and debug instructions when things go wrong • Lesson 4: Understanding Algorithms WALT: Follow an algorithm as part of an unplugged game • Lesson 5: Programming a Bee-Bot WALT: Programme a BeeBot with simple commands and debug instructions when things go wrong |
| | <u>AUTUMN 2: Programming 1</u> | | <u>SUMMER 2: Introduction to Data</u> |
| | <p>All About Instructions</p> <ul style="list-style-type: none"> • Lesson 1: Following Instructions WALT: Follow instructions as part of practical activities and games • Lesson 2: Giving Simple Instructions WALT: Guide a partner through an obstacle course by giving instructions • Lesson 3: Dressing Up Instructions WALT: Give and follow instructions as part of practical activities and games • Lesson 4: Debugging Instructions (Washing Hands) WALT: Carry out a task in a specific order and debug when things go wrong • Lesson 5: Predictions WALT: Reason to predict an outcome given a simple set of instructions | | <p>Introduction to Data</p> <ul style="list-style-type: none"> • Lesson 1: Loose Parts Play WALT: Sort and categorise objects • Lesson 2: Sorting Ourselves WALT: Explain how items have been sorted and categorised • Lesson 3: Yes or No? WALT: Sort and categorise objects and explain how they have been sorted • Lesson 4: Creating a Branching Database WALT: Explore and understand the concept of branch databases • Lesson 5: Exploring Pictograms WALT: Read a simple pictogram and represent data in a pictogram |

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| Expressive Arts and Design | The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe. | | | | | |
| | <p align="center"><u>BIRTH TO FIVE MATTERS</u></p> <p>Creating with Materials – The children will enjoy moving in a range of ways and will begin to join in with moving, dancing and ring games. They will also begin to make their own music, using a variety of different instruments from around the world and during their Moo Music sessions. The children will also develop their own ideas through experimentation with a range of materials, to express and communicate their discoveries and understanding.</p> <p>Being Imaginative & Expressive – The children will engage in imaginative play based on their own ideas or first-hand or peer experiences. They will use available resources to create props or create imaginary ones to support their play and will play alongside other children who are engaged in the same theme. The children may also introduce a storyline or narrative into their play guided by the real-life experiences that we give them.</p> | | <p align="center"><u>BIRTH TO FIVE MATTERS</u></p> <p>Creating with Materials – The children will continue to build a collection of songs and dances and begin to make music in a range of ways. We will also explore music from a variety of different cultures and countries during our topic. The children will also use their increasing knowledge and understanding of tools and materials to explore their interests and create with a range of different medias. They will also explore a range of art forms, e.g., movement, dance, drama, music, and the visual arts to express themselves.</p> <p>Being Imaginative & Expressive – The children will play cooperatively as part of a group to create, develop, and act out an imaginary idea or narrative. They may also introduce a storyline or narrative into their play. They will create representations of both imaginary and real-life ideas, events, people, and objects and respond imaginatively to art works and objects, e.g., this music sounds like dinosaurs.</p> | | <p align="center"><u>EARLY LEARNING GOALS</u></p> <p>Creating with Materials The children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. The children will also share their creations, explaining the process they have used. The children will make use of props and materials when role playing characters in narratives and stories.</p> <p>Being Imaginative and Expressive The children will continue to invent, adapt and recount narratives and stories with peers and their teacher. They will also sing a range of well-known nursery rhymes and songs and perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> | |

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| <p align="center">Art & DT</p> <p align="center"><i>Kapow</i></p> | <p align="center"><u>AUTUMN 1: D&T</u></p> <p>Structures: Junk Modelling</p> <ul style="list-style-type: none"> • Lesson 1: Exploring junk modelling WALT: Explore and investigate the tools and materials in the junk modelling area. • Lesson 2: Cutting and Scissor Skills WALT: Develop scissor skills and investigate cutting different materials. • Lesson 3: Choosing Resources WALT: To learn how to plan and select the correct resources needed to make a model. • Lesson 4: Making Models WALT: Verbally plan and create a junk model. • Lesson 5: Evaluation & Presentation WALT: Share a finished model and talk about the processes in its creation. • Lesson 6: Temporary Joins WALT: Explore different ways to temporarily join materials together. | <p align="center"><u>SPRING 1: D&T</u></p> <p>Textiles: Bookmarks</p> <ul style="list-style-type: none"> • Lesson 1: Exploring threading and weaving WALT: Develop threading and weaving skills • Lesson 2: Paper weaving WALT: Practise and apply weaving skills to a specific material e.g. paper. • Lesson 3: Sewing with hessian WALT: Practise and apply threading skills with specific materials e.g. hessian and wool. • Lesson 4: Designing bookmarks WALT: Use threading or sewing to design a product (bookmark). • Lesson 5: Creating bookmarks WALT: Create a textiles product (bookmark) following their own design. • Lesson 6: Evaluating bookmarks WALT: Reflect with children on how they have achieved their aims. | <p align="center"><u>SUMMER 1: D&T</u></p> <p>Structures: Boats</p> <ul style="list-style-type: none"> • Lesson 1: Waterproof materials WALT: Understand what waterproof means and to test whether materials are waterproof. • Lesson 2: Floating and sinking WALT: Test and make predictions for which materials float or sink. • Lesson 3: Boats WALT: Compare the uses of boats. • Lesson 4: Investigating boats WALT: Investigate how the shape and structure of boats affects the way they move. • Lesson 5: Designing boats WALT: Design a boat. • Lesson 6: Creating and testing boats WALT: Create a boat based upon their own design. |
| | <p align="center"><u>AUTUMN 2: ART</u></p> <p>Drawing: Marvellous Marks</p> <ul style="list-style-type: none"> • Lesson 1: Mark making with wax crayons WALT: Investigate the marks and patterns made by different textures. • Lesson 2: Mark making with felt tips WALT: Explore mark making with felt tips. • Lesson 3: Mark making with chalk WALT: Explore mark making with chalk. • Lesson 4: Observational pencil drawings WALT: Explore mark making using pencils. • Lesson 5: Drawing faces WALT: Create a simple observational drawing. • Lesson 6: Drawing faces in colour WALT: Use a variety of colours and materials to create a self-portrait. | <p align="center"><u>SPRING 2: ART</u></p> <p>Painting and Mixed Media: Paint My World</p> <ul style="list-style-type: none"> • Lesson 1: Finger painting WALT: explore paint through finger painting, describe the texture and colours as they paint.. • Lesson 2: Outdoor painting WALT: Create natural paintbrushes using found objects. • Lesson 3: Painting to music WALT: Respond to music through the medium of paint. • Lesson 4: Collage and transient art WALT: Make child-led collages using mixed media. • Lesson 5: Landscape collage WALT: Create landscape collages inspired by the work of Megan Coyle. • Lesson 6: Group art WALT: Create a large piece of group artwork based around fireworks. | <p align="center"><u>SUMMER 2: ART</u></p> <p>Sculpture and 3D: Creation Station</p> <ul style="list-style-type: none"> • Lesson 1: Clay WALT: Explore clay and its properties. • Lesson 2: Playdough WALT: Explore playdough and its properties. • Lesson 3: 3D landscape art WALT: Create natural 3D landscape pictures using found objects. • Lesson 4: Designing animal sculptures WALT: Generate inspiration and conversation about sculpture art and artists. • Lesson 5: Creating animal sculptures WALT: Begin making a 3D clay sculpture using the designs created last lesson. • Lesson 6: Painting animal sculptures WALT: Make a 3D clay sculpture using the designs created last lesson. |

St. Joseph's R.C Primary School and Nursery
Reception Long Term Plan 2023 – 2024



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--|--|--|---|------------------------|---------------------|-----------------------------|
| | <i>All About Me</i> | <i>Around My School</i> | <i>Our Community Helpers</i> | <i>Signs of Spring</i> | <i>Then and Now</i> | <i>All Around the World</i> |
| <p align="center">Religious Education</p> <p align="center"><i>Come and See</i></p> | <p>TOPIC 1 Domestic Church: Myself <i>Being part of God's family.</i> The children will learn about the importance of their name and understand that God knows and loves them.</p> <p>OTHERS FAITHS Judaism - Hanukkah</p> <p>TOPIC 2 Baptism: Welcome <i>Welcome to God's family.</i> The children will learn what it is to welcome and be welcomed. They will understand that Baptism is a welcome in to God's family.</p> <p>TOPIC 3 Advent/Christmas: Birthday <i>Christmas.</i> The children will learn about what a birthday is and about Advent and looking forward to Christmas, which is Jesus' birthday.</p> <p>Our Values: Autumn 1: Grateful & Generous Autumn 2: Attentive & Discerning</p> | <p>TOPIC 4: Local Church: Community: Celebrating <i>People celebrate with the parish family.</i> The children will learn about what a celebration is and how the parish family celebrate.</p> <p>OTHER FAITHS Islam – Prayer Mats</p> <p>TOPIC 5: Eucharist – Relating: Gathering <i>The parish family gathers to celebrate Eucharist.</i> The children will learn how and why people gather together and understand the joy of gathering together to celebrate at Mass.</p> <p>TOPIC 6: Lent/Easter – Giving: Growing <i>Looking forward to Easter</i> The children will learn that spring is a time when things begin to grow and understand that Lent is a time to grow in love to be more like Jesus and to look forward to Easter.</p> <p>Our Values: Spring 1: Compassionate & Loving Spring 2: Faith-filled & Hopeful</p> | <p>TOPIC 7: Pentecost – Serving: Good News <i>Passing on the good news of Jesus.</i> The children will learn that everyone has Good News to share and about Pentecost: the celebration of the Good News of Jesus.</p> <p>OTHER FAITHS Hinduism – Diwali</p> <p>TOPIC 8: Reconciliation – Inter-relating: Friends <i>Friends of Jesus</i> The children will learn that we can make friends and understand that Jesus had good friends and what Jesus tells us about friendship.</p> <p>TOPIC 9: Universal Church – World: Our World <i>God's wonderful world</i> The children will learn what we love and wonder about our world and understand that God gave us this wonderful world.</p> <p>Our Values: Summer 1: Eloquent & Truthful Summer 2: Learned & Wise</p> | | | |