



The Oaks Primary School
Bringing Learning to Life

Reception Long term plan 2023- 2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	All About Me	Terrific Tales	Ticket to ride	The Natural World-Plants	The Natural World-Animals	Under the sea/Pirates
Broad theme	All about me Getting to know each other/ settling in	Terrific Tales Exploring familiar traditional tales and stories	Ticket to Ride Space and transport	The Natural World-Plants Growing and planting	The Natural World-Animals Observing changes and life cycles	Under the sea Pirates Exploring imaginary tales alongside non fiction
WOW moments, enrichments and enhancements, lines of enquiry	All about me, my family, houses and homes, Starting school / my new class People who help us Staying healthy / Food/ Human body How have I changed? What am I good at? How do I make others feel? Being kind / staying safe Teddy bears picnic	Diwali Bonfire night Remembrance day Nativity Christmas Traditional Tales Little Red Hen - Harvest Old favourites Familiar tales Library visits Gingerbread Man Cinderella Diwali celebration day	Chinese new year Around the Town How do I get there? Where in the world have you been? Where do we live in the UK / world? Vehicles past and Present Design your own transport! Chinese new year party	Plants, exploring food (healthy food choices), gardening Plants & Flowers Weather / seasons The great outdoors Forest School Planting seeds Reduce, Reuse & Recycle	Summer, Mini beasts (insect Life cycles) Safari Animals around the world Animal patterns Ourselves (growing and moving on) Geography fieldwork	Under the sea Pirates Marine life Moving up to year 1 Trip to Imagine that
Key people and events		Remembrance day Diwali celebration day	Who was Neil Armstrong? Chinese New Year celebration day	Make sculpture animal pictures- Andy Goldsworthy Forest schools session- Geography field work	David Attenborough Henri Rousseau – Tiger pictures	School trip to Imagine That! Local walk Pirate treasure hunt (Geography field skills)



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Communication and Language	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.					
Broad Theme	All About Me	Terrific Tales	Ticket to ride	The Natural World- Plants	The Natural World- Animals	Under the sea/Pirates
Communication and Language	Settling in activities Making friends Children talking about experiences that are familiar to them Rhyming and alliteration Familiar Print Sharing facts about me Shared stories Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"	Settling in activities Develop vocabulary Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives Draw on own experiences to engage in discussions and asking questions	Using language well Ask how and why questions... Retell a story with story language Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Describe events in detail – time connectives Understand how to listen carefully and why listening is important. Use picture cue cards to talk about an object: "What colour is it? Where would you find it?(linking to natural materials) Sustained focus when listening to a story	Show and tell Weekend news Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.



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Personal, social and emotional development	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, have 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 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.					
Broad Theme	All about me	Terrific Tales	Ticket to ride	The Natural World- Plants	The Natural World- Animals	Under the sea/ Pirates
Jigsaw theme	Being me in my world Who am I and how do I fit?	Celebrating difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and goals Aspirations, how to achieve goals and understanding the emotions that go with this.	Healthy me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change
Personal, Social and Emotional Development- additional specific focusses	Class Rules and Routines Supporting children to build relationships	Getting on and falling out. How to deal with emotions Build constructive and respectful relationships.	Good to be me Feelings Safer internet day – how to stay safe online	Looking After our Planet Strategies to discuss and deal with different emotions	Looking after others Friendships Dreams and Goals Looking after pets Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and losing Look how far I've come!



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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.						
Broad Theme	All about me	Terrific Tales	Ticket to ride	The Natural World- Plants	The Natural World- Animals	Under the sea/ Pirates
Gross motor skills PE	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving Help children to develop good personal hygiene. Key PE- Agility, Balance and Control	Ball skills- throwing and catching. Crates play-climbing. Skipping ropes in outside area Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push Key PE- Gymnastics	Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Key PE- Dance	Two-wheeled balance bikes Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Key PE- Sending and Receiving	Obstacle activities children moving over, under, through and around equipment Key PE- Games	Races / team games involving gross motor movements PE- Races, sports day races practice Key PE- Awareness
Fine Motor Skills	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with fine motor skills Draw lines and circles using gross motor movements Draw big patterns and create big	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper through use of climbing frame and malleable materials Use tools to effect	Threading, cutting, weaving, playdough, Fine Motor activities. Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the



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	movements using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip	changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation.	Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Start to build things with smaller linking blocks, such as Duplo, mobilo or Lego	Cut along a straight line with scissors / Start to cut along a curved line, like a circle / Draw a cross	lines of a picture more consistently and accurately Build things with smaller linking blocks, such as Duplo, mobilo or Lego
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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)					
Broad Theme	All about me	Terrific Tales	Ticket to ride	The Natural World- Plants	The Natural World- Animals	Under the sea/ Pirates
Texts to study	Owl babies Leaf Man The colour monster The barefoot book of children What we'll build	The three billy goats gruff Jack and the beanstalk	The Marvellous Moon Map The way back home- Oliver Jeffers	Handa's Surprise The tiny seed Jaspers beanstalk	The Very Hungry Caterpillar Dear Zoo	The Storm Whale Big blue whale
Texts to read	Once there were Giants Stick Man The Smartest Giant	The Jolly Postman Goldilocks The Three Billy goats gruff	The Snail and the Whale The Way back Home	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk	The Emperors Egg Aghh Spider! Tiger who came to tea	Under the Sea Non – Fiction P is for Passport The Journey



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	The Rainbow Fish Funny Bones The Big Book of Families Pete the Cat	The three little pigs Jack and the beanstalk The Ugly Duckling Christmas Story / Nativity Rama and Sita	The Naughty Bus Mr. Gumpy's Outing The Train Ride Bob, The Man on the Moon Beegu Oi! Get off my train!	One Plastic Bag Jasper's Beanstalk Tree, Seasons come and seasons go A stroll through the seasons	Diary of a wombat Elephant and the Bad Baby Pig in the Pond	Zoom Passport to Paris World Atlases Tiddler
Word reading and comprehension	<p>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities.</p>	<p>Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p>	<p>Making up stories with themselves as the main character Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words</p>	<p>Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. . Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events</p>	<p>Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters</p>	<p>Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.</p>



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	Engage in extended conversations about stories, learning new vocabulary.	Enjoys an increasing range of books				
Writing opportunities	<p>Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Letter patterns Lots of large movements Use initial sounds to label characters / images. Silly soup. Names Labels.</p> <p>Lots of focus on phase 1 phonics-when formal baseline assessments are complete begin with phase 2 phonics</p>	<p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, Help children identify the sound that is tricky to spell. Sequence the story Write a simple phrase/ sentence</p>	<p>Writing some tricky and HFW words Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context.</p>	<p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions Writing simple sentences I can ...</p>	<p>Retell the story in own words Writing for a purpose in role-play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Animal riddles Writing simple sentences- I like....</p>	<p>Trip recount using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces.</p> <p>Writing a letter to new teacher</p> <p>Writing simple sentences using a wider range of sentence starters</p>



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Mathematics	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.					
Broad Theme	All About Me	Terrific Tales	Ticket to ride	The Natural World- Plants	The Natural World- Animals	Under the sea/ Pirates
Mathematics	X2 weeks: baseline/getting to know you Matching Sorting Comparing amounts Compare size/mass/capacity Exploring patterns	Representing and comparing 1,2,3 Composition of 1,2,3 Circles and triangles The number 4/ The number 5- representing and comparing One more one less Comparing shapes- Positional language Night and day (routines/time)	Zero and comparing numbers to 5 Composition of 4 and 5 Compare Mass and capacity Learning about 6,7 and 8 Pairs and combining groups to 10 Length and height measuring and comparisons Measuring time	9 and 10 Comparing numbers to 10 Building ten Number bonds to 10 3D shape patterns Consolidation (respond to what they need more support with)	Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away spatial reasoning- match, rotate and manipulate then compose and decompose	Doubles Sharing and grouping Odd and Even Deepening understanding Patterns Consolidation Spatial reasoning- visualise and build Spatial reasoning - mapping



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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 will support later reading comprehension.					
Broad Theme	All about Me	Terrific Tales	Ticket to ride	The Natural World- Plants	The Natural World- Animals	Under the sea/ Pirates
Understanding the world Past and present	How have I changed since I was a baby? (see history association for support)	What are our favourite celebrations each year? Link to talking about Diwali and christmas (see history association)	Compare transport over time Different transport: Design your own transport- rockets.		How have the maps or school and our actual school grounds changed, why?	
The Natural World Geography	Exploring weather changes over the year and record these in a season timeline Look at sunflower head and talk about the seeds and cycle ready for it to begin to grow again when we plant the new seeds in spring	Seasonal changes- weather observe and discuss. Look at how our environment is changing as the seasons change. Why?	Where do we live? How is our country different to others? Why?	Where will our plants grow best? The needs of a plant Growing plants / flowers: The effects of exercise on our body	Building and investigating a bug hotel Life cycle: Butterflies from caterpillars Explore maps of school grounds on digimaps and printed off so children can follow the map in real life and look around the school grounds. Ask the question "Where is the best place to play in school?" Children spot areas around	Where can I keep my ice cream cold? Explore how ice melts, how can we keep it cold? How can we speed up the melting process? What is ice? Exploring ice in different places.



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					school and also think about areas where there is little to play and how this could be developed	
Understanding of the world People, Culture and communities	Talk about our own families and how everyone is different and has different arrangements Re Unit- being special where do we belong?	Re Unit- F2 INCARNATION: Why is Christmas special to Christians? (nativity)	Explore differences between life in our country and life in other countries. Think about how the environments are different and way of life. Look at Handas surprise as a comparison for carrying fruit and travelling to a friend's house.	Re Unit- F3 SALVATION: Why is Easter special to Christians? (Cross)	Re Unit- What times/stories are special and why? Look at maps of our local area and follow the maps to complete a trail spotting local landmarks (Field work)	
Expressive Art 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
Broad Theme	All about me	Terrific Tales	Ticket to ride	The Natural World- Plants	The Natural World- Animals	Under the sea/ Pirates



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Key artists and artwork		Starry night- Van Gogh- recreate using different textures and materials	Artist: Jackson Pollock Exploring dripping, pouring and splattering to create abstract art.- Planet pictures	Kandinsky Make different textures; make patterns using different colours	Rousseau's Tiger / animal prints explore and identify and recreate own versions	
Expressive Art and Design	<p>Join in with songs; Beginning to mix colours for self portraits</p> <p>join in with role play games and use resources available for props;</p> <p>build models using construction equipment.</p> <p>Sketch family pictures</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits,</p> <p>junk modelling, take picture of children's</p>	<p>Use different textures and materials to make bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle construction and junk modelling models</p> <p>Firework pictures,</p> <p>Christmas cards,</p> <p>Divas,</p> <p>Christmas songs/poems</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell,</p>	<p>Using hardened paint brushes, pipettes and spoons to splat paint. Space backdrops.</p> <p>Design and make rockets.</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories</p>	<p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Pastel drawings, printing, patterns on Easter eggs,</p> <p>Life cycles,</p> <p>Flowers-Sun flowers</p> <p>Mother's Day crafts</p> <p>Easter crafts Provide a wide range of props for play which encourage imagination</p>	<p>Collage symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Henri Rousseau – Tiger pictures</p>	<p>Rainbow fish collages</p> <p>Paper plate jellyfish</p> <p>Provide a wide range of props for play which encourage imagination.</p> <p>Colour mixing – underwater pictures</p>



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	<p>creations and record them explaining them. Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p>	<p>invent and adapt stories.</p> <p>Role Play Party's and Celebrations</p> <p>Role Play of The Nativity</p>	<p>Making lanterns, Chinese writing, Chinese music to dance to.</p>			
Parental involvements	Meet the teacher/ Reception curriculum evening	Parents evening Nativity	Interim reports	Parents evening		Class assembly Sports day