






Reception Long Term Plan 2024-2025

Term		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Cornerstones Topic		Do you want to be friends?	Why do squirrels hide their nuts?	Are we there yet?	Do cows drink milk?	Will you read me a story?	Why do ladybirds have spots?
<b>Thinking Artistically</b> 	<b>EAD</b> <b>Exploring &amp; using media and materials</b> <b>Being imaginative</b>	Uses a range of media to make drawings, paintings and models. Join in with simple songs, controlled movements and use percussion.	Joins in with simple songs, controlled movement and percussion. Use different media for a desired effect. Experiment with mixing colours.	Introduce a story line or narrative into play. Play alongside others that are engaged in the same activity. Construct with a purpose in mind.	Represent ideas through a variety of media forms. Observational drawings.	Use simple tools and techniques, adapting work when necessary. Experiment to create different textures.	Represent ideas through D.T. Select tools to assemble, attach and join materials.
	<b>Thinking Academically</b> 	<b>Literacy</b> <b>Reading</b> <b>Writing</b>	Ascribe meaning to marks. To write own name. Label items with key sounds. To identify phonemes and write graphemes in the environment.	To segment and write key words independently. Can write a simple caption. Can blend and read simple words independently.	To segment and write words forming graphemes independently. To write a simple sentence. Can blend and read a simple sentence.	Can write an extended sentence independently. Can write for a range of purposes. Can blend and read for meaning.	Can write a narrative. Can decode regular words and common irregular words. Enjoy an increasing range of texts.
<b>C&amp;L</b> <b>Listening &amp; Attention</b>		Listens to stories with increasing attention and recall.	Maintains attention and sits quietly during activities.	Can listen and concentrate for a short time span.	Can listen attentively in a range of situations.	Listens to stories accurately anticipating key events.	Give attention to what others say and respond appropriately.
<b>Mathematics</b> <b>Numbers</b> <b>Shape, Space &amp; Measure</b>		<b>Number:</b> Counting and number recognition to 10. <b>SSM:</b> To identify 2D Shapes. To follow instructions using positional language.	<b>Number:</b> Counting and recognition to 20, identifying one more than a given number. <b>SSM:</b> Identify properties of 2D shapes. Order items by length and weight.	<b>Number:</b> Secure counting and recognition of numerals 0-20. <b>SSM:</b> Identify and distinguish between 2D and 3D shapes.	<b>Number:</b> Addition and subtraction using single digit numbers. <b>SSM:</b> Identify 3D Shapes. Order two or more items by height.	<b>Number:</b> Addition, subtraction, and doubling with numerals 0-20. <b>SSM:</b> Identifying 3D shapes and their properties.	<b>Number:</b> Learn to double, halve and share a given number from 0-20. <b>SSM:</b> Use correct vocabulary for Money and Time
<b>Thinking Globally</b> 	<b>UTW</b> <b>Technology</b> <b>The world</b> <b>People &amp; Communities</b>	Knows what makes them unique and talks about similarities between families and friends.	Enjoys joining in simple customs and routines. Identify the different seasons and weather. Look at different ways of celebrating around the world.	Look at different people who help us and show interest in different occupations. Complete a simple computer programme.	Talk about features of their own environment and how it changes. Look at life cycles and how animals change.	Develop a simple understanding of 'then' and 'now'. Talk about different beliefs, traditions and experiences.	Make observations of the natural environment. Show an interest in different forms of technology.
	<b>C&amp;L</b> <b>Understanding</b>	Responds to instructions involving a two-part sequence.	Listens and responds to ideas expressed by others in conversation.	Able to follow a story without pictures or props.	Shows understanding of 'how' and 'why' questions. Understands humour.	Follows instructions involving several ideas or actions.	Answer 'why' and 'how' questions in response to experiences and stories.
<b>Thinking Healthily</b> 	<b>PD</b> <b>Moving &amp; Handling</b> <b>Health &amp; Self-care</b>	To use space safely: recognise directions and travel with control in a variety of ways. Able to manage basic hygiene and personal needs. Shows preference for a dominant hand.	Experiments with ways of moving and jumps off things successfully. Understand what being healthy is.	To travel with control, to show awareness of speed and level and to use apparatus safely. Show understanding for the need for safety when using tools.	To recognise sounds and match them to movement. Use pencil effectively; writing letters formed pre cursive. Understand a healthy diet.	To use a range of small games equipment safely and with control. To talk about safety and manage own risks. Use a pencil to form letters correctly.	To develop co-ordination when steering, bouncing or kicking a ball. Preparation for sports day. Know the importance of good health and physical exercise.
	<b>PSED</b> <b>Making relationships</b> <b>Self-confidence &amp; Self awareness</b> <b>Managing feelings &amp; behaviour</b>	Aware of class rules and boundaries. Can ask for help. Understands the importance of sharing and taking turns. Interested in others play.	Confident to try new activities. Understands consequences to their behaviour. Talks about special times. Enjoy taking responsibilities.	Form good relationships with children and familiar adults. Demonstrate friendly behaviour. Know the difference between right and wrong and understand actions affect others.	Communicates freely about home. Can work as part of a group, being able to take turns. Demonstrates friendly behaviours towards animals. Looks after the environment.	Can talk about self-using positive language and talk about abilities. Listens to others ideas. Negotiate and solve problems independently.	Confident to speak about own wants opinions and interests. Able to cope with changes of routine. Shows sensitivity to others feelings.

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<p><b>Thinking Inclusively</b></p> 	<p><b><u>C&amp;L</u> Speaking</b></p>	<p>Uses talk to connect ideas. Uses vocabulary focussed on objects and people that are of particular importance.</p>	<p>Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p>	<p>Uses language to imagine and recreate roles and experiences in play situations.</p>	<p>Extends vocab, especially by grouping and naming, exploring the meaning and sounds of new words.</p>	<p>Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p>	<p>Develop own narratives and explanations by connecting ideas or events.</p>
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