



Reception Long Term Plan 2024-2025

Curricular Goals	Autumn Term	Spring Term	Summer Term	
Design a treasure hunt	Milestone 1: Children will hold a tool for writing comfortably and will be able to write recognisable VC and CVC words. Children will become familiar with the immediate school environment through exploration and play.	Milestone 2: Children can write meaningful captions that can be read by others. In a small group, children follow simple instructions to complete a treasure hunt with adult support.	Milestone 3: Children can verbalise a simple sentence before translating it into their writing in a range of contexts, including adult-led and continuous provision. They will be able to draw information from a simple map.	(Composite) Goal: Children will be able to use their phonic knowledge to write simple sentences as clues for their own treasure hunt. They will be able to use their knowledge of simple maps and the school to locate places to hide clues and objects that represent treasure. Children will work effectively with others, demonstrate resilience and perseverance in the face of a challenge, follow and respond to several instructions and use appropriate vocabulary.
	Component Label a cvc object and transition between activities within the school building.	Component Write simple captions and follow instructions to complete a task.	Component Be able to talk about a simple map and write a sentence for a purpose.	
Tier 2 Vocabulary: Respect, co-operate, elaborate, empathy, emotion, eventually				
Create a travel guide of a different country	Milestone 1: Children can use a range of strategies to describe some aspects of their own life, people around them and their own locality.	Milestone 2: Children can talk about life in another country with adult support.	Milestone 3: Children explore many aspects of life in another country and can explain some similarities and differences, drawing on knowledge acquired from a range of sources.	(Composite) Goal: Children can use a format familiar to them to describe some aspects of life in another country and how this differs from life in our country, drawing on knowledge from different sources.

	Component Talk about some religious and cultural experiences relevant to own community and immediate family.	Component Talk about some celebrations from around the world.	Component Name some similarities and differences between our country and another country.	
Tier 2 Vocabulary: Create, design, represent, technique, resources, stimuli				
Perform as part of a show	Milestone 1: Children can sing in a group and begin to explore the sounds made by different instruments, including percussion and sound makers.	Milestone 2: Children can move rhythmically in response to the music they hear and the songs they sing and are able to watch and talk about dance and performances they see, expressing their feelings and responses.	Milestone 3: Children can explore and engage in music making and dance, performing solo or in a small group.	(Composite) Goal: Children can perform confidently to an audience as part of a show. They are able to engage in music making and dance, performing solo or in groups. Children can sing in a group, or on their own with good pitch, and ability to follow the melody. They can speak clearly to their audience and can review their performance by expressing their feelings and responses to what has been viewed.
	Component Explore the sounds of different instruments and sound makers and join in with singing songs.	Component Move their bodies to music and talk about dance routines observed.	Component Either solo or in a small group, perform a musical routine.	
Tier 2 Vocabulary: Natural, link, design, concentration, persistent, technique, senses, representation				
Retell a story through play	Milestone 1: Children engage in rhymes, poems and songs and use actions and props to join in and re-enact.	Milestone 2: Children can listen to a range of familiar stories and develop storylines through role-play and small world.	Milestone 3: Children can compare and contrast a range of stories, sequencing events and talking about characters confidently in their own words.	(Composite) Goal: Children retell a story to a small group, including recently introduced vocabulary and appropriate story structure and characterisation. They select their own props to enhance their retelling and engage their audience.
	Component Re-enact a simple poem, song or rhyme.	Component Through role play or small world, retell a story using some appropriate vocabulary.	Component Sequence events from a story and retell in their own words.	

Tier 2 Vocabulary:
Resources, create, eventually, develop

Take part in a mini Olympics	Milestone 1: Children can confidently demonstrate their own ability to move in a variety of different ways (e.g. rolling, crawling, running, jumping).	Milestone 2: Children can confidently and safely use a range of large and small apparatus with relative precision, balance, coordination and accuracy.	Milestone 3: Children can combine different movements with relative ease and fluency.	(Composite) Goal: Children participate in a series of physical challenges that will demonstrate their ability to move in a range of different ways and use a variety of large and small apparatus, displaying confidence, competence, precision and accuracy.
	Component Children move in different ways, using the correct vocabulary to describe their movements. Say how their body feels after exercising.	Component Demonstrate the ability to use a range of apparatus in different ways.	Component Explain how to maintain a healthy lifestyle. Confidently combine a series of movements together.	

Tier 2 Vocabulary:
Equipment, demonstrate, navigate, challenge, achieve, similar, goals

Use natural materials to make a home for a small animal	Milestone 1: Children can explore the natural world around them using their sense of hearing, touch, sight and smell.	Milestone 2: Children can make close observations of the natural world and begin to join natural and man-made materials using techniques shown to them.	Milestone 3: Children can extend their knowledge of features of the natural world and are able to make comparisons. They can create for a specific purpose using resources and skills acquired.	(Composite) Goal: Using the knowledge they have acquired about the natural world, children are able to select and collect a range of natural materials to construct with purposefully. They can think about and discuss what they want to make, potential problems and how they might be solved and reflect on how they have achieved their aims.
	Component Use their senses to talk about what they see around them.	Component Name some animals and their habitats. Make some simple models.	Component Name some features of their outdoor environment. Create for a purpose.	

Tier 2 Vocabulary:
Similar, technique, concentration, precise, accurate, refine, persistent

Follow the steps in a recipe.	Milestone 1: Through play, children mix different ingredients, including sand and water and flour and water to make simple playdough. They use a range of tools suitable for the task (e.g. wooden spoons, knives, rolling pins) and follow a range of simple recipes in the outdoor and indoor environments, with adult support.	Milestone 2: With adult support, children can follow the steps to make a healthy chocolate crispy cake.	Milestone 3: In a small group, children follow the steps in a simple recipe with an adult.	(Composite) Goal: Under adult supervision, children follow the steps of a recipe independently. Measuring ingredients and mixing them together.
	Component With adult support, mix materials together and talk about any changes.	Component Follow a simple recipe with adult support.	Component Show more confidence in interpreting a recipe and measure with some accuracy.	
Tier 2 Vocabulary: Notice, pattern, quantity, comparison, sequence, instructions, organise				

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main theme (But not limited to...)	Home Sweet Home	Sparkle and Shine	Food, Glorious Food	On the high seas	A Bug's Life	Bon voyage
Possible lines of enquiry (These are ideas and are not limited or exhaustive – plans are flexible to support children's interests and emerging needs)	Homes (past and present) Locality Landmarks Walks Family Friends Harvest Festival	Halloween Christmas Diwali Remembrance Day Bonfire Night	Healthy eating Famous chefs Cooking (past and present) Food tasting from around the world Planting Growing Looking after ourselves Dentist- oral hygiene Chinese New Year Valentine's Day Pancake Day	Pirates Treasure hunts Map work Sea creatures Boats World book day Mother's Day Easter	Forest School Minibeasts Making small animal homes Caring for creatures Life cycle of a butterfly Eid	Holidays (past and present) Travelling Vehicles Exploring another country Transition Eid
Hook with a book!	Our House <i>Michael Rosen</i>	Star in the jar <i>Sam Hay</i>	Oliver's Vegetables <i>Vivian French</i>	Pete the Cat and the Treasure Map <i>James Dean</i>	The Giant Jam Sandwich <i>John Vernon Lord</i>	What the Ladybird Heard on Holiday <i>Julia Donaldson</i>

Key stories	Six Dinner Sid <i>Inga Moore</i> Gingerbread Man- <i>ALT version</i> Owl Babies <i>Martin Waddell</i> If I Built a House <i>Chris Van Dusen</i> A River <i>Marc Martin</i> The Town Mouse and the Country Mouse	How to Catch a Star <i>Oliver Jeffers</i> Goldilocks and the Three Bears <i>ALT version</i> Red Riding Hood and the Sweet Little Wolf <i>Rachael Mortimer</i> Non-fiction books on Guy Fawkes and Bonfire Night	The Little Red Hen Jack and the Baked Beanstalk <i>Colin Stimpson</i> The Enormous Turnip- ALT version	Pirate Stew <i>Neil Gaiman</i> Room on a Broom <i>Julia Donaldson</i> Shark in the Park <i>Nick Sharratt</i> Pirates love underpants <i>Claire Freedman</i> The Jumblies <i>Edward Lear</i> Mr Gumpy's Outing <i>John Burningham</i> Hooray for Hoppy <i>Tim Hopgood</i>	The Bug Collector <i>Alex G Griffiths</i> Believe Me, Goldilocks Rocks! The Story of the Three Bears as Told by Baby Bear <i>Nancy Loewen</i>	The Wolves Story <i>Toby Forward</i>
Key songs and rhymes	There was an old woman who lived in a shoe Oats and Beans and Barley Grow Dingle, dangle scarecrow	Boys and girls come out to play	If You're Happy and You Know It One Potato, Two Potato On Top of Spaghetti	I'm a Pirate We're Going on a Treasure Hunt A Sailor went to see	3 Blind Mice There's a worm at the bottom of my garden The Ugly Bug Ball	Row, Row, Row Your Boat I Do Like to Be Beside the Seaside
Key poems	Coming Home 'A Great Big Cuddle Poems For the Very Young' <i>Michael Rosen</i>	Firework poem 'Zim Zam Zoom' <i>James Carter</i>	Chocolate cake <i>Michael Rosen</i> Chinese takeaway 'Food Poems' <i>John Foster</i>	The day I was a pirate 'The Day I Was...' <i>Ben Boden</i> There are Big Waves 'The Puffin Book of Fantastic First Poems' <i>Eleanor Farjeon</i>	The Ant's Nest 'The Poem Box' <i>Stanley Cook</i> Don't Cry Caterpillar 'The Puffin Book of Fantastic First Poems' <i>Grace Nichols</i>	Listen 'Seaside Poems' <i>Telcine Turner</i>
Physical Development	Resilience	Empathy	Self-Awareness	Positivity and Excellence	Communication	Teamwork
Commando Joe	Incy Wincy Spider	Jack and Jill	If You're Happy and You Know It	Humpty Dumpty Twinkle Twinkle	3 Blind Mice	Row, Row, Row Your Boat
Sports Xplorers	Fast Freddie	Fast Freddie	Balancing Bella	Balancing Bella	Handy Harry	Skillful Sally
Character theme	Travelling Spatial awareness Coordination	Balancing Speed Jumping Change direction	Dance Gym	Gym Dance Handy Harry	Throwing Bouncing a ball	Dribbling Passing & receiving Shooting & accuracy

				Rolling and aiming/receiving		Mini Olympics
PSED Jigsaw / wellbeing	BEING ME IN MY WORLD	CELEBRATING DIFFERENCES	DREAMS AND GOALS	HEALTHY ME	RELATIONSHIPS	MONEY MATTERS
	Who...Me?	What I am good at?	Challenge	Everybody's Body	My Family and Me!	What does money look like?
	How am I feeling today?	I'm Special, I'm Me!	Never giving up	We like to move it, move it!	Make friends, make friends, never ever break friends Part 1	Where should I keep my money?
	Being at school	Families	Setting a goal	Food, Glorious Food	Make friends, make friends, never ever break friends Part 2	
	Gentle hands	Houses and Homes	Obstacles and support	Sweet dreams	Falling out and Bullying Part 1	
	Our rights	Making Friends	Flight to the future	Keeping clean	Falling out and Bullying Part 2	
	Our responsibilities	Standing up for Yourself!	Footprint Awards	Stranger danger	Being the best we can be	
	Hands are not for hitting <i>Martine Agassi</i>	Barry the Fish with Fingers <i>Sue Hendra</i>	Love Monster <i>Rachel Bright</i>	Not Everyone is Nice (Let's Talk Book) <i>Ann Tedesco</i>	Mabel and Me, Best of Friends <i>Mark Sperring & Sarah Warburton</i>	
	No Hitting, Henry by <i>Lisa Regan</i>	It's OK to Be Different <i>Todd Parr</i>	Don't worry, Hugless Douglas <i>David Melling</i>	Never Talk to Strangers <i>Irma Joyce</i>	George and Martha <i>James Marshall</i>	
	Dogger <i>Shirley Hughes</i>	The Family Book <i>Todd Parr</i>	The Hare and The Tortoise <i>Aesop's Fables (available on-line)</i>			
		The Hueys in the New Jumper <i>Oliver Jeffers</i>	The Jungle Run <i>Tony Mitton</i>			
		The Dog and the Dolphin <i>James Dworkin</i>				
Oral hygiene	Tooth brushing routines. Toothpaste and brushing chart sent home. Introduce a tooth brushing song.	Brushing teeth well. Tooth brushing model kits. Following instructions.	Teeth and eating. To understand the effects of different foods on teeth. The Selfish Crocodile	Visit from dentist Role play dentist. Going to the Dentist <i>Anne Civardi</i>	Tooth decay science investigation with apples. What about the Tooth Fairy? <i>Elys Dolan</i>	The importance of caring for of teeth. How do I look after my teeth? When, why and how. Alan's Big Scary

	Doctor De Soto <i>William Steig</i>	The Boy Who Hated Toothbrushes <i>Zehra Hicks</i> How to Brush Your Teeth With Snappy Croc <i>Jane Clarke & Georgie Birkett</i>	Open Wide... What's Inside? <i>Alex & Helen Rushworth</i>	Maisy goes to the Dentist <i>Lucy Cousins</i>	How to Trick the Tooth Fairy? <i>Erin Danielle Russell</i>	Teeth <i>Jarvis</i>
Discovery RE	Theme:					
	Special People	Christmas	Celebrations	Easter	Story time	Special places
	Key question:					
	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
	Religions covered:					
	Christianity Judaism	Christianity	Hinduism	Christianity	Christianity Islam Hinduism Sikhism	Christianity Islam Judaism
Understanding the World	<p>Talk about members of their immediate family and community.</p> <p>Comment on images of familiar situations in the past.</p> <p>Describe and comment on the things they have seen whilst outside including plants and animals.</p> <p>Begin to understand the difference between natural and man-made materials.</p>	<p>Know the significance of special events such as Remembrance Sunday.</p> <p>Know that fireworks are used in different celebrations.</p> <p>Name and describe basic aspects of religious and cultural experiences relevant to their own community and immediate family.</p> <p>To recognise that people, have different beliefs and celebrate special</p>	<p>Use the 5 senses to explore and describe objects and materials.</p> <p>Plant seeds and bulbs – make observations of change overtime and recognise decay.</p> <p>Identify some parts of a flower. Show an understanding of the requirements for healthy plant growth.</p> <p>Sequence the stages of plant growth.</p>	<p>Recognise changes to the outdoor environment and use vocabulary linked to Spring.</p> <p>Explain the terms floating and sinking.</p> <p>Explore various materials to create a boat that floats.</p> <p>Explore how and why sea creatures survive in underwater habitats.</p> <p>Recognise features of pollution on the ocean through investigation.</p>	<p>Forest School Develop their knowledge of the natural world through their experiences at Forest School.</p> <p>Show an understanding of the need to respect and care for the natural environment and all living things.</p> <p>Recognise various animal and minibeast habitats.</p> <p>Identify parts of a minibeast.</p>	<p>Recognise changes to the outdoor environment and use vocabulary linked to Summer.</p> <p>Understand the effect over time of changing seasons on the natural world around them and make comparisons.</p> <p>Understand the effects of hot and cold weather on our bodies.</p> <p>Explore processes and changes in the natural world around them including</p>

		times in different ways. Explore processes and changing states of matter- Santa's Soggy biscuits	Identify the effects of exercise and eating on the body including teeth. Recognise healthy and unhealthy foods.	Explore processes and changes in the natural world around them including changing states of matter- Sea creatures trapped in ice.	Explore and explain the life cycle of a butterfly- observations through class caterpillar hatchings.	changing states of matter- rain cloud in a jar/ healthy chocolate cakes
Barefoot Computing Unit Name	Awesome Autumn		Boats Ahoy		Summer Fun	
	<p>Garlands Galore Create garlands from prints of autumn objects. Collect natural objects such as leaves, pine cones, acorns etc. and use them to create prints on long paper strips.</p> <p>Leaf Labyrinth Gather autumn leaves and help to create a life size leaf maze, leading to the 'treasure', such as a bag of conkers in the centre. Children navigate through the maze to reach the treasure, using language of direction and position.</p> <p>Pumpkin Soup learn about the process of making pumpkin soup. Look at images of the steps involved in making the soup, and sequence them so that they make sense. They follow their pictorial recipes to create the pumpkin soup.</p> <p>Pumpkin Soup <i>Helen Cooper</i></p>		<p>What is a boat? Find out about boats from a range of sources, such as their families talking about experiences of boats, looking at books, watching film clips, listening to stories, singing songs about boats and role play. There are IT skills here in the use of technology as children find out about things and interact with software.</p> <p>Is this a good boat? Explore floating and sinking by placing different objects in a water tray. Predict which objects would sink or float and test their predictions.</p> <p>On board role play Create a role play boat, or play creatively in an indoor or outdoor role play area. Role play might include cooking on board the boat, painting the boat, being a pirate, walking the gangplank, swimming in the sea etc.</p> <p>Build a boat Follow instructions to make a simple boat and test to see if it works. Create own designs for a boat.</p> <p>Who sank the boat? <i>Pamela Allen</i></p>		<p>Colour Collections Develop an understanding of collecting, organising and grouping objects. Take part in a walk/investigation to collect flowers, or objects from the local environment. Organise and group into a pictogram.</p> <p>Journeys Develop their own map to record things they might see whilst on a journey or walk, such as to the park, in a car or on a bus etc Tell the story of their adventure.</p> <p>Seaside Tangrams Look at some seaside pictures and identify the shapes they can see that might help form some of the familiar objects such as the lighthouse, boats, etc. Name common 2D shapes and experiment with how they can combine shapes to create their own seaside picture.</p> <p>The Train Ride <i>June Crebbin</i></p>	
Expressive Arts and Design	To talk about the work of Georgia O'Keeffe and use this to inspire pieces of art. Explore, use and refine a variety of	Create collaboratively, sharing ideas, resources and skills. Discuss the characteristics of a range of sounds and	To talk about the work of Giuseppe Arcimboldo and use this to inspire pieces of art with increasing confidence.	Explore working with paint on different surfaces and in different ways. Cut shapes using scissors and other modelling tools.	To talk about the work of Alma Woodsey Thomas and use this to inspire pieces of art with increasing confidence.	To make comparisons and talk about their own and others work in detail. Draw accurate representations of people and objects

	<p>artistic effects to express their ideas and feelings.</p> <p>Join in with singing a range of new songs.</p> <p>Explore sounds around them, talk about how these are made and match sounds to objects.</p> <p>Explore music making and dance.</p>	<p>describe how it makes them feel using recently introduced words.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Work from direct observation and imagination.</p> <p>Create simple weavings.</p> <p>Make a range of other prints, e.g. from bubbles.</p> <p>Develop storylines in their pretend play.</p> <p>To talk about properties of a wide range of different materials and mark making media during play.</p>	<p>Build a construction/ sculpture using a variety of objects.</p> <p>Move rhythmically in response to the music they hear and the songs they sing.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>	<p>Explore colour mixing and different textures.</p> <p>Impress and apply detailed decoration.</p> <p>Print regular, irregular and symmetrical patterns</p> <p>Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.</p>	<p>with increasing complexity and detail.</p> <p>Use tools such as scissors, staplers, clay tools, split pins and shape cutters competently and appropriately.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p>
Themed days/weeks/events	European Languages Day	Children in Need Odd Socks Day- Anti bullying week	World Religion Day NSPCC Number Day Safer Internet Day	World Book Day/ Pirate Day Comic Relief Mother's Day Easter celebrations	British Values Week	Father's Day Sports Day
Community Home links Experiences	Locality walk- houses and landmarks Autumn Walk Harvest Festival at St Aidan's Church	Christingle service at St Aidan's Church Santa Claus visit Pantomime Christmas Nativity Visit from Dr Sunkara (Diwali)	Growing plants Visit from a dentist Winter walk	World book day Treasure hunt Easter egg hunt	Forest School Observing butterflies Eid Party Visitors with unusual pets Ugly Bug Ball Recycling event	Visit Mrs Taylors garden Transition activities