









## Hennock Community Primary School- Reception Long Term Plan



Reception 2024-2025	Autumn		Spring		Summer	
	Term 1 (7 weeks 2 days)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (5 weeks)	Term 6 (7 weeks 2 days)
<b>Maestro Driver Project</b>	<p>Childhood Part 1</p> <p>This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.</p> 	<p>Lets Explore the World Part 1</p> <p>This essential skills and knowledge project teaches children about atlases and maps. They learn about the characteristics of the four countries of the United Kingdom and find out why there are hot, temperate and cold places around the world. They also compare England to Somalia.</p> 	<p>Childhood Part 2</p> <p>Consolidated and continued from Autumn 1.</p> 	<p>Coastline</p> <p>This project teaches children about the physical and human features of coastal regions across the United Kingdom, including a detailed exploration of the coastal town of Whitby, in Yorkshire.</p> 	<p>School Days</p> <p>This project teaches children about their own school and locality, both today and in the past. They compare schooling in the Victorian era to their experiences today.</p> 	<p>Lets Explore the World Part 2</p> <p>Consolidated and continued from Autumn 2</p> 
	<b>Role Play</b>	School	Space Station	Deconstructed Role play/ Dinosaur Land	Beach Cafe	Safari Camp
<b>Educational Visit</b>		Plymouth Aquarium	Exeter Mosque	Dyno Climbing	Bygones	
<b>Additional Learning Opportunities</b>	<p>Visit from Local police officer</p> <p>Harvest Festival</p> <p>Visit from Baby Eve</p>	<p>Visit from Fire Brigade</p> <p>National Road Safety Week</p> <p>Nativity Play</p>		<p>World Book Day</p> <p>Science Week</p> <p>Easter Service</p>		<p>Multi- Skills Festival</p> <p>Sports Day</p> <p>Enrichment Activities</p>



## Hennock Community Primary School- Reception Long Term Plan



Daily story time						
<b>Literacy (Book Buds)</b>	<b>Main Text:</b> Dear Zoo  <b>Additional Texts:</b> Usborne Big Book of Animals	<b>Main Text:</b> Whatever Next!  <b>Additional Texts:</b> Little Kids first book of Space	<b>Main Text:</b> How to Catch a Star.  <b>Additional Texts:</b> Day and Night	<b>Main Text:</b> From Tadpole to Frog  <b>Additional Text:</b> Oi Frog	<b>Main Text:</b> Dear Dinosaur  <b>Main Text:</b> Bears Don't Eat Egg Sandwiches	<b>Main Text:</b> The Ugly Vegetables  <b>Main Text:</b> The Lighthouse Keepers Lunch  <b>Main Text:</b> Do You Love Bugs
	<b>Main Text:</b> People Who Help Us  <b>Additional Texts:</b> Doctorsaurus  <b>Main Text:</b> The Little Red Hen  <b>Additional Texts:</b> From Egg to Chicken	<b>Main Text:</b> Bear, Brown Bear what do you see?  <b>Additional Texts:</b> Usborne Book of Colours  <b>Main Text:</b> The Gingerbread Man  <b>Additional Texts:</b> The Stickman Cookbook	<b>Main Text:</b> Little Kids first Book of Dinosaurs  <b>Additional Texts:</b> Dear Dinosaur  <b>Main Text:</b> Owl Babies  <b>Additional Texts:</b> Osborne Beginners Owls	<b>Main Text:</b> Goldilocks and the Three Bears (Axel Scheffler)  <b>Additional Text:</b> Gruffalo Crumble and other Recipes  <b>Main Text:</b> Lost and Found  <b>Additional Text:</b> (Super Readers) North Pole, South Pole	<b>Main Text:</b> Sam Plants a Sunflower	
Handwriting- We use Letterjoin Handwriting scheme. Children hold a pencil effectively in preparation for fluent writing using a tripod grip. Children write recognisable letters, most of which are correctly formed.						
<b>Maths</b>	<u>White Rose Hub</u>  WK1: Assessment and Getting to know you  WK 2: Baseline Assessment  WK 3 and 4: Match, Sort and Compare  WK 5 and 6: Talk about Measure and Patterns  WK 7: It's me 1,2,3  WK 8: Consolidation and Assessment	<u>White Rose Hub</u>  WK1: It's Me 1,2,3  WK2: Circles and Triangles  WK 3 and 4: 1,2,3,4,5  WK 5: Shapes with 4 sides  WK 6 and 7: Alive in 5	<u>White Rose Hub</u>  WK1: Mass and Capacity  WK2 and 3: Growing 6,7,8  WK 4 and 5: Length, height and time  WK 6: Consolidation and Assessment	<u>White Rose Hub</u>  WK 1,2 and 3 Building 9 and 10  WK 4 and 5: Explore 3D shapes  WK 6: Consolidation and Assessment	<u>White Rose Hub</u>  WK 1 and 2: To 20 and beyond  WK 3: How many now?  WK 4 and 5: Manipulate, compose and decompose	<u>White Rose Hub</u>  WK 1 and 2: Sharing and Grouping  WK 3,4 and 5: Visualise, build and map  WK 6: Make Connections  WK 7 and 8: Consolidate, Assess and Review



## Hennock Community Primary School- Reception Long Term Plan



We follow Bug Club scheme. Children have individual reads at least 2x week. They also take home a closely matched phonically decodable book						
<b>Phonics Bug Club</b>	Week 1 Phase 2: s a t p	Week 1 ss (TWs) l into her		Week 1 th ng (TW) they		Week 1 Phase 4 Adjacent consonants ccvc cvcc
	Week 2 i n m d	Week 2 Review all Phase 2 GPCs, Review TWs to, the, no, l go, into, her	Week 1 w x (TW) me and be	Week 2 ai, ee, igh	Week 1 ar or ur	Week 2 Adjacent consonants ccvcc ccvcc ccvcc (TW) said have like so do some come there little one when out what
	Week 3 g o c k Tricky word (TW) to	Week 3 Practice and Assessment Real words/Pseudo words/irregular words	Week 2 y z zz	Week 3 oa oo oo (TW) we are	Week 2 ow oi (TW) you	
	Week 4 ck e		Week 3 qu (TW) he my by she	Week 4 review phase 3 digraphs, Assessment sheet Term 2B	Week 3 ear air ure er (TW) all was give	Week 3 and Week 4 Phase 4 practice and assess (x5)
	Week 5 u r (TW) the, no, go	Week 4 Assessment sheets term 1B- Reassess all Phase 2 GPCs	Week 4 review Phase 3 GPCs and Assessment sheet Term 2A	Week 5 Consolidate Phase 3, reassess all phase 2 and 3 GPCs	Week 4 Practice, Assessment real words/pseudo/irregular	Week 5 Assessment Sheets Term 3B- Reassess all GPCs and TWs taught
	Week 6 Review All GPCs and TWs learnt so far. Assessment sheets Term 1A	Week 5 Consolidate Phase 2 (Reteach/revise any common gaps)	Week 5 Consolidate phase 3 GPCs and TWs	Week 6 Consolidate Phase 3, reassess all phase 2 and 3 GPCs and TWs taught	Week 5 Review GPCs from units 10 and 11 Assessment Sheet Term 3A (x3)	Week 6, 7 and 8 Consolidate Phase 4 and all TWs learnt
	Week 7 h b	Week 6 Consolidate Phase 2 (Reteach/revise any common gaps)	Week 6 sh ch			
	Week 8 f ff l ll	Week 7 Phase 3 j v review all TWs learnt				
<b>At the end of EYFS, level expected:</b>						
<u>Moving and handling</u> - skills enabling children to show good control and coordination in large and small movements. Children are able to handle equipment and tools effectively.						
<u>Health and self care</u> - children knowing the importance of good health which includes physical exercise and a healthy diet						
<b>P.E.  (Based on The Link Planning Year 1)</b>	<b>Fundamentals</b>	<b>Gymnastics/Fundamentals</b>	<b>Throw, Catch, Pass and Receive</b>	<b>Dance</b>	<b>Team Building/Problem Solving</b>	<b>Striking and Feilding</b>
	WK1: Baseline Assessment: Assess students' ability for first lesson of the year  WK 2: Multi-Directional Movement: Students will move in a variety of different ways and in different directions with control.	WK1: Multi-Skills movement lesson: Move in and around space with balance and control  WK 2: Gymnastics Travels  WK 3: Rock and rolls  WK 4: Balances  WK 5: Sequencing	WK 1: Introduction/ Baseline Assessment  WK 2: Throwing and Catching, Throwing to a target.  WK 3: Aiming: Throwing and Rolling  WK 4: Bouncing and Catching	WK 1 – Introduction and travelling steps  WK 2 – Floor work  WK 3 – Rhythm & Musicality  WK 4 – Dynamics  WK 5 – Partner/group work	WK 1 – Introduction and travelling steps  WK 2 – Floor work  WK 3 – Rhythm & Musicality  WK 4 – Dynamics  WK 5 – Partner/group work	WK 1: Team Building introduction: Communicating and working together as a team.  WK 2: Team Building and collaboration: Working together towards a joint goal.  WK 3: Team Building and communication



## Hennock Community Primary School- Reception Long Term Plan



	<p>WK 3: Footwork Patterns: Students will focus on accuracy of foot placements</p> <p>WK 4: Jumping and Flight: Assess students fundamental skills</p> <p>WK 5: Finding Space: Moving in a safe area and beginning to evade a defender.</p> <p>Week 6: Identifying and invading space.</p> <p>WK 7: Using Movement to evade a defender. Assessment</p> <p>WK 8: Multi-skills and balance: Move in and around space using balance and control</p>	<p>Week 6: Grouping</p> <p>WK 7: Assessment</p>	<p>WK 5: Consolidation of skills</p> <p>WK 6: Assessment</p>	<p>WK 6 – Rehearsal &amp; Performance.</p>	<p>WK 4: Problem solving as a team: Working together/collaborating and communicating.</p> <p>WK 5: Problem Solving games: Working together towards a common team goal. Assessment</p>	<p>WK 6: Aiming and Striking</p> <p>WK 7, 8 Assessment and Consolidation.</p>
<p><b>Jigsaw PSHE AGED 5-6 rolling year B</b></p>	<p><b>BM (Being Me in my World)</b></p> <p>WK 1: Develop Class charter as a class (Stand alone Non Jigsaw lesson)</p> <p>WK 2: Special and Safe</p> <p>WK 3: My Class</p> <p>WK 4: Rights and Responsibilities</p> <p>WK 5: Rewards and Feeling Praise</p> <p>WK 6: Consequences</p> <p>WK 7: Owning and Learning our Charter</p> <p>WK 8: What have we learnt Reflection. (Assessment Point)</p>	<p><b>CD (Celebrating Difference)</b></p> <p>WK 1: The same as..</p> <p>WK 2: Different from..</p> <p>WK 3: What is Bullying.</p> <p>WK 4: What do I do about bullying?</p> <p>WK 5: Making New friends</p> <p>Wk 6: Celebrating Difference and celebrating me. (Assessment Point)</p>	<p><b>DG (Dreams and Goals)</b></p> <p>WK 1: My Treasure Chest of Success</p> <p>WK2: Steps to Goals</p> <p>WK 3: Achieving Together</p> <p>WK 4: Stretchy Learning</p> <p>WK 5: Overcoming obstacles</p> <p>WK 6: Celebrating My Success (Assessment point)</p>	<p><b>HM (Healthy Me)</b></p> <p>WK 1: Being Healthy</p> <p>WK 2: Healthy Choices</p> <p>WK 3: Clean and Healthy</p> <p>WK 4: Medicine Safety</p> <p>WK 5: Road Safety</p> <p>WK 6: Happy, Healthy Me (Assessment point)</p>	<p><b>RL (Relationships)</b></p> <p>WK 1: Families</p> <p>WK 2: Making Friends</p> <p>WK 3: Greetings</p> <p>WK 4: People Who Help Us</p> <p>WK 5: Being My Own Best Friend</p> <p>(WK 6 of this term moved over to week 1 of next term)</p>	<p><b>Relationships Cont..</b></p> <p>WK 1: Celebrating My special Relationships (Assessment point)</p> <p><b>CM (Changing Me)</b></p> <p>WK 2: Life Cycles</p> <p>WK 3: Changing Me</p> <p>WK 4: My Changing Body</p> <p>WK 5: R Fun and Fears 1 YR 1 Boys and Girls Bodies YR 2 Boys and Girls Bodies (Yr2)</p> <p>WK 6: Learning and Growing</p> <p>WK 7: Coping with Changes (Assessment Point)</p>



## Hennock Community Primary School- Reception Long Term Plan



						WK 8: Transition Morning and Activities (Stand alone lesson Not from Jigsaw)
<b>Science</b>	Human Survival	Habitats	Plant Parts	Plant Survival	Animal Survival	
	Throughout their Reception year, children are exposed to core scientific principles, they are encouraged to question the world around them and talk about the observations they make. We will be introducing them to the principle of simple tests as well as making simple observations and comparisons. Science will be taught through a combination of weekly inputs linked to the KS1 Curriculum Maestro Science topics as well as through more exploratory, play based Understanding of the World activities within Continuous Provision.					
<b>History</b>	Childhood Part 1		Childhood Part 2		School Days	
	Children in our Reception begin to learn the concept of history as they develop an awareness of past events in their own lives. They are taught to remember special events such as their birthdays and other family events. They learn about significant figures and events in history. Children are introduced to the concept of a timeline as look closely at how things change over time including, plants, animals and the chronology of their own lives when they look closely at how they have changed since they were born. Children are introduced to a range of stories which promote discussions such as how clothes and toys have changed over time. History is taught through a combination of weekly inputs (every other term) linked to the KS1 Curriculum Maestro History topics as well as through more exploratory, play based Understanding of the World activities within Continuous Provision.					
<b>Geography</b>		Lets Explore the World Part 1		Coastline		Let's Explore the World Part 2
	Children in our Reception begin to develop their geographical understanding and vocabulary through topics, where they learn that there is a world beyond their own doorstep. Through stories, role-play, small-world play and visits to places, they begin to understand that there are other countries in the world, developing an early concept of biodiversity. They begin to develop other geographical skills such as mapping and fieldwork, and conduct simple surveys. Children experience first- hand experiences and learning outside in the natural environment helping them to learn about the importance of caring for our planet which lays the foundations for developing an understanding of physical and human geographical features of the world. Geography is taught through a combination of weekly inputs (every other term) linked to the KS1 Curriculum Maestro Geography topics as well as through more exploratory, play based Understanding of the World activities within Continuous Provision.					
<b>RE and Worldviews</b>	F4: Being Special: Where do we Belong?	F2: Why is Christmas Special for Christians?	F6: What times/stories are special and why?	F3: Why is Easter special for Christians?	F1: Why is the word 'God' so important to Christians?	F5: What places are special and why?
<b>Music (Based on Year A)</b>	Children in Reception develop knowledge of sound, songs, music and instruments from the very beginning of the year and throughout their time in Reception during continuous Provision. They have regular access to musical instruments where they can explore and distinguish the different sounds (timbre) that musical instruments make and how they can be played differently to create a new sound or dynamic. They use songs, music and dance as a way of expressing themselves freely during their independent learning time but equally teachers use music throughout the curriculum. Their knowledge of music and the experiences on offer throughout their Reception year, provides children with the confidence and knowledge to begin the next stage of their education in KS1. Music is taught weekly as part of whole class Chiranga lessons.					
	My Stories	Our World	Hey You!	Round and Round	Hands, feet, heart	Zoo time
<b>Art</b>	Children in Reception develop a love of art through their imaginative play as well as through weekly guided sessions (every other term) linked to the KS1 Curriculum Maestro Art topics. Children are encouraged not only to express themselves freely by exploring and creating with variety of materials, tools and techniques. They experiment with colour, design, texture, form and function in order to create purposeful marks and they are taught the skills which enable them to do this safely.					
		Exploring Colours		Flower Head		Street View
<b>DT</b>	Children in Reception begin to develop their understanding of Design and Technology from the very beginning. DT is taught through both discretely taught skills lessons linked with the KS1 Curriculum Maestro DT topics, as well as constant access to a range of opportunities and resources within day to day Continuous Provision. They will explore and develop safe use of scissors,					



## Hennock Community Primary School- Reception Long Term Plan



	<p>paintbrushes, playdough modelling tools and construction, children learn ‘the best tools for the job’. Throughout the year, children have access to a well-resourced creative area where they design and make their own models; it is here they discover the joys of PVA glue compared to a glue stick or masking tape compared to sticky tape. Throughout the year in Continuous Provision, children are encouraged to Plan, Do and Review and critically evaluate their ideas, learning help to develop the essential critical thinking skills that are required for later success in their Design and Technology learning.</p>				
	Remarkable Recipes		Beach Hut		Push and Pull
<b>Computing</b>	<p>Children in our Reception classes learn to use technology in a responsible, competent, and confident manner on a day-to-day basis during their independent learning through the use of Bee-Bots and iPads. They will be taught how to stay safe online through regular, planned and ongoing e-safety awareness activities in Continuous Provision as well as small group sessions. Children will explore uses of technology for everyday activities such as taking photo, playing phonics games and using the handwriting program.</p>				
<b>Independent Discovery Time</b>	<p>Through their independent learning time children access planned and purposeful learning opportunities that inspire them to build upon their knowledge and skills across the taught curriculum in a language rich environment. Independent learning time provides opportunities for back and forth interactions to form the foundations for language and cognitive development. These strong and warm relationships with adults support children to understand their feelings and those of others. They will explore opportunities to take on and act out roles with the role play and small world areas. Thinking about how different jobs and roles will behave in different scenarios, as well as building on their imaginative and creative skills. Children will have a well resourced environment with lots of opportunities to be writers and artists right from their initial mark-making to clear and concise sentences and pieces of artwork. Across all areas of learning there are opportunities to be scientists, mathematicians and readers and adults will model and encourage children to explore at a level appropriate for their own stage of development.</p>				
<b>Whole Class Carpet sessions</b>	<p style="text-align: center;">Whole class carpet sessions provides opportunities:</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>• 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.</li> </ul>				
<b>Characteristics of Effective Teaching and learning</b>	<p>Three characteristics of effective teaching and learning are linked with the schools promotion of growth mindset and the very beginnings of introducing and promoting the “Acheivasaurus” with our youngest learners:</p> <ul style="list-style-type: none"> <li>• Playing and Exploring - children investigate and experience things, and ‘have a go’- Triatops</li> <li>• Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements- Sticksaurus</li> <li>• Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things- Thinkadocus</li> </ul>				