

Reception- Acorn class 2023-2024 Long Term Plan

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	Traditional Tales - homes and families Celebrations,- diwali, halloween, bonfire night, xmas, harvest Seasonal changes – summer/Autumn/Winter		Seasonal changes – Winter/Spring Spring - seasons Luna New Year Under the sea Space		Seasonal changes – Spring/Summer Dinosaurs Growing - seeds and gardening Pirates - around the world	
Possible ideas, mini themes (These may be changed or adapted depending on cohort and children's interests.)	Starting school/new beginnings Rules and routines All about me, families, homes Feelings and emotions Celebrations, parties Bonfire Night, Remembrance Day Harvest, Diwali, Hanukkah Advent, Christmas		Comparing places Under the sea and space Now and then Easter Seasonal changes – Winter/Spring		Growing and changing Plants and flowers Human body, senses Keeping fit and healthy Polar regions and the rainforest/jungle Animals and minibeasts Life cycles Recycling, looking after the world Seasonal changes – Spring/Summer	
Key stories and books (Drawing Club texts listed first) (Not an exhaustive list)	Goldilocks and the Three Bears Gingerbread man The Colour Monster Happy Birthday Winnie Elmer Floella Benjamin Glow Lighting a Lamp Eight Candles to Light The Nativity Story Going on a elf hunt		Would You Rathe Seren's Seasons Around the World with Max and Lemon Lost and Found whatever next Bob the man in the moon The Fish who Could Wish A Street Through Time You Choose The Zodiac		Jack and the Beanstalk Jaspers Beanstalk Dinosaurs - If I had a dinosaur	
Key vocabulary (including but not limited to)	respect, unique, emotions, celebrate, parade, gift, feast, decorate, festive		conflict, freezing, seasons, ancient, moat, crenellation, environment, polar, desert, tropical, marine, vast		germination, harvest, senses, develop, healthy, skeleton, poultry, flock, metamorphosis, arachnid, insect, nocturnal	

<p>Key knowledge</p> <p>(including but not limited to)</p>	<p>All About Me</p> <p>Families come in all shapes and sizes. We are all unique, but other people can have similarities to me.</p> <p>It is good to be different and we must always show kindness and respect towards everyone.</p> <p>Celebrations</p> <p>Different people celebrate different things and have different traditions. People celebrate their birthday to remember the day they were born. Harvest is a time to say thank you for what we have. Bonfire Night is on the 5th November. People celebrate with bonfires and fireworks.</p> <p>Remembrance Day is on the 11th November. We remember all the people who have died in wars. There is a time of silence at 11am. Diwali is the Hindu festival of light and Hannukah is the Jewish festival of light.</p> <p>Christmas</p> <p>Advent is a time of preparation for Christmas.</p> <p>Christmas takes place on the 25th December and is a Christian Festival celebrating the birth of Jesus.</p> <p>A Nativity play tells the story of Jesus' birth.</p>	<p>Which Season?</p> <p>The seasons are Autumn, Winter, Spring and Summer.</p> <p>In Autumn some leaves change colour and start to fall off the trees.</p> <p>Not much grows in Winter. It is cold and can be snowy and icy.</p> <p>In Spring it starts to get warmer and things start to grow again.</p> <p>In Summer it can be hot and lots of things grow.</p> <p>Here or there?</p> <p>Polar regions are cold, icy and have snow. Not many plants grow there.</p> <p>Deserts are dry and sandy. They are very hot in the day and very cold at night.</p> <p>Rainforests are wet, hot and humid. They have lots of rain. Lots of different trees and flowers grow there.</p> <p>There is more sea than land on earth. Lots of different things live under the sea.</p> <p>There is no oxygen in space.</p> <p>Now or then?</p> <p>People wore different clothes.</p> <p>People traveled in different ways.</p> <p>Houses were made of different materials.</p> <p>Children played with different toys. We have not always had computers and the internet.</p>	<p>Plants</p> <p>Plants grow from seeds or bulbs.</p> <p>Plants have roots, stems/stalks, leaves and flowers.</p> <p>Plants need light, warmth, water and food to grow.</p> <p>Humans</p> <p>Humans need food, water, oxygen and shelter to survive.</p> <p>It is important to stay healthy by eating a balanced diet, exercising, drinking enough water, getting enough sleep, following good hygiene.</p> <p>We have five senses - taste, touch, sight, hearing, smell.</p> <p>Animals</p> <p>Baby animals are sometimes known by different names to the adult.</p> <p>Some baby animals do not look like the adult.</p> <p>Spiders have 8 legs. Insects have 6 legs and three body sections – head, thorax and abdomen.</p> <p>Our World</p> <p>We have a responsibility to look after our world.</p> <p>Different religions have their own Creation stories.</p>
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<p>Possible 'Wow' moments and experiences</p> <p>(Not an exhaustive list)</p>	<p>Autumn Walk</p> <p>Bonfire Night</p> <p>Remembrance Day</p> <p>Diwali/Hanukkah</p> <p>Advent/Decorating Day</p> <p>Christmas time/Nativity</p> <p>Children in Need</p> <p>Black History Month</p>	<p>Winter Walk</p> <p>Luna New Year</p> <p>World Book Day</p> <p>Mothering Sunday</p> <p>Comic Relief/Sport Relief</p> <p>Spring Walk</p> <p>Easter/Egg hunt</p> <p>Easter nest cakes</p>	<p>Planting sunflower seeds</p> <p>Planting beans in jars</p> <p>Museum visit</p> <p>Dentist/dental nurse visit</p> <p>Fruit kebabs</p> <p>Food tasting</p> <p>Ramadan/Eid-al-Fitr</p> <p>Sports Day</p>
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Communication and Language

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Who Am I?		Would You Rather?		Isn't it Amazing?	
Educational Programme	<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>					
Curriculum Goal	<p>To become a Confident Communicator who can listen carefully in different situations, hold a conversation with friends and adults, ask relevant questions and use new vocabulary to explain ideas and feelings.</p>					
Term specific provision	<p>Plan Do Review (speak clearly to explain partner and activity chosen) Play Projects (engage in conversation about what they are doing) 'All About Me' bags</p>		<p>Plan Do Review (speak clearly to give further details about activity) Play Projects (engage in conversation about what they have done and are going to do)</p>		<p>Plan Do Review (listen to other people's reviews and ask relevant questions) Play Projects (engage in conversation to explain what they have done and how they have done it)</p>	
Ongoing provision throughout the year	Circle Time	Listen attentively to others, speak clearly to explain ideas, thoughts and feelings				
	Speech intervention (small group)	Learn and practise new vocabulary (4 words a week), listen to and talk about stories, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts				
	Daily reading and speech lessons	Practise using new vocabulary, develop social phrases, engage in conversation with friends and adults, speak clearly to explain ideas and thoughts, engage in and talk about books, retell stories and create their own				
	Story/song time	Learn new vocabulary, engage in and talk about books, learn rhymes, poems and songs				

Personal, Social and Emotional Development						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Me and my Relationships		Valuing Difference		Keeping safe	
Educational Programme	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.					
Curriculum Goals	To become an Independent Individual who can follow the Golden Rules, set simple goals and persevere to achieve them, select resources, manage their own personal needs and know how to stay fit and healthy. To become a Fantastic Friend who can be kind, caring and helpful, show empathy and respect to others, work and play co operatively whilst considering others' ideas and feelings.					
Term specific provision	<u>Me and my relationships - SCARF (PSE)</u> All about me What makes me special Me and my special people Who can help me? My feelings <u>Valuing Difference - SCARF (PSE)</u> Same and different, families, homes I am caring I am a friend		<u>Keeping Safe - SCARF (PSE)</u> What's safe to go onto and into my body (including medicines) Safe indoors and outdoors Listening to my feelings Keeping safe online People who keep me safe <u>Rights and Respect - SCARF (PSE)</u> Looking after people and friends Being helpful and caring Caring for our world Looking after money		<u>Being me best - SCARF (PSE)</u> Bouncing back when things go wrong Yes I can! Healthy eating My healthy mind Move your body <u>Growing and changing - SCARF (PSE)</u> Life stages - plants and animals Human life cycle Where do babies come from Me and my body	

Physical Development

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Coordination and balance		Agility and balance		Coordination and agility	
Educational Programme	<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, coordination 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, coordination 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 coordination, 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>					
Curriculum Goals	<p>To become an Amazing Athlete who can show strength, balance and coordination when playing, move confidently and safely in a variety of different ways, use a range of equipment.</p> <p>To become a Talented Tool User who can hold a pencil effectively, use a range of tools (for example scissors, cutlery, paintbrushes, tweezers, hammer, screwdrivers) safely and with confidence.</p>					

Ongoing provision throughout the year	Squiggle Whilst you Wiggle	Daily movement to music activity to help develop all the children's pivot points – shoulder, elbow, wrist, distal (fingers) to support pencil grip and writing, different routine each term
	Enhanced provision	Fine motor activities to build hand strength and coordination. Hold a pencil effectively, develop accuracy and care when drawing and writing
	Lunch time	Hold and use a knife and fork correctly, understand about healthy eating
	Yoga	Develop strength, balance and coordination

Literacy

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	<p>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).</p>					
Curriculum Goals	<p>To become a fluent reader who can show a love for reading, use new vocabulary to talk about what they have read or has been read to them, read words and simple sentences (using single sounds and digraphs they have learnt).</p> <p>To become a writer who can write letters that are formed correctly, write words and simple sentences (using single sounds and digraphs they have learnt) that can be read by others.</p>					
Term specific provision	<p>VIPERS focus – to say what we think a book is about by looking at the cover (P), to say who your favourite character is (E)</p> <p><u>Bug Club Phonics</u></p> <p>Phase 1. Hearing sounds, rhyming, alliteration, segmenting verbally.</p>	<p>VIPERS focus – to explain how a character is feeling (I), to answer simple questions about what has happened (R)</p> <p><u>Bug Club Phonics</u></p> <p>Phase 2 Introduce sounds and how to blend and segment</p>	<p>VIPERS focus – to use words to describe a character or setting (V), to say what happened first in the story (S)</p> <p><u>Bug Club Phonics</u></p> <p>Phase 3 Blending and segmenting</p>	<p>VIPERS focus – to say what you think will happen next (P), to explain why something happened (R/I)</p> <p><u>Bug Club Phonics</u></p> <p>Phase 3 Blending and segmenting</p>	<p>VIPERS focus – to explain why we like a character or story (E), to find a word which means ... (V)</p> <p><u>Bug Club Phonics</u></p> <p>Phase 4 Blending and segmenting</p>	<p>VIPERS focus – to say what happened at the beginning, middle and end of a story (S)</p> <p><u>Bug Club Phonics</u></p> <p>Phase 4 Blending and segmenting</p>

Mathematics

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	<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>					
Curriculum Goal	<p>To become a Master of Maths who can show a deep understanding of numbers to 10, recognise patterns within the number system, subitise, compare quantities and recall number bonds to 5.</p>					
Term specific provision	<p><u>White Rose Maths</u></p> <p><i>Getting to know you</i></p> <p><i>Just like me</i> Match and sort Making comparisons (Compare amounts Compare size, mass and capacity) Exploring Pattern (Make simple patterns)</p>	<p><u>White Rose Maths</u></p> <p><i>It's me 1, 2, 3!</i> Representing 1, 2, 3 Comparing 1, 2, 3 Composition of 1, 2, 3 Geometry and spatial thinking (Circles and triangles)</p> <p><i>Light and dark</i> Numbers to 5 (Four and Five One more and one less) Geometry and spatial thinking (Shapes with 4 sides) Measurement – Time (Night and day)</p>	<p><u>White Rose Maths</u></p> <p><i>Alive in 5!</i> Introducing zero Comparing numbers to 5 Composition of 4 and 5 Compare mass (2) Compare capacity (2)</p> <p><i>Growing 6, 7, 8</i> 6, 7 and 8 Making pairs Combining 2 groups Length and height Time</p>	<p><u>White Rose Maths</u></p> <p><i>Building 9 and 10</i> 9 and 10 Comparing numbers to 10 Bonds to 10 3D shape Pattern (2)</p> <p><i>Consolidation</i></p>	<p><u>White Rose Maths</u></p> <p><i>To 20 and beyond</i> Building numbers beyond 10 Counting patterns beyond 10 Spatial reasoning (1)</p> <p><i>First, then, now</i> Adding more Taking away Spatial reasoning (2)</p>	<p><u>White Rose Maths</u></p> <p><i>Find my pattern</i> Doubling Sharing and grouping Even and odd Spatial reasoning (3)</p> <p><i>On the move</i> Deepening understanding Patterns and relationships Spatial reasoning (4)</p>

Understanding the World

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	<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>					
Curriculum Goals	<p>To become an Exceptional Explorer who can show curiosity about the world around them, understand how to read and draw a simple map, understand some differences between times and places.</p> <p>To become a Compassionate Citizen who can help to look after their community and care for the environment, know some reasons why Cornwall is special, have an awareness of other people's cultures and beliefs.</p>					
Term specific provision	<p><u>RE</u> -: Being special, where do we belong? Harvest</p> <p>Summer-Autumn seasonal change</p> <p>Me, my family and my school</p> <p>Explore materials</p> <p>Use iPad camera</p>	<p><u>RE</u> -: Why is Christmas special to Christians?</p> <p>Bonfire Night, Fire service visit Remembrance Day Diwali/Hanukkah Advent/Christmas</p> <p>Seasonal changes – Autumn Walk Explore light and colour</p>	<p><u>RE</u> -: What places are special and why?</p> <p>Luna New Year</p> <p>My village Compare times – looking at differences in houses, clothes, transport, toys Seasonal changes - Winter Explore changing states of matter</p>	<p><u>RE</u> -: Why is Easter special for Christians?</p> <p>Mothering Sunday Easter</p> <p>Compare and contrast environments – Space London, cities, towns and villages Seasonal changes – Spring Explore sinking and floating</p>	<p><u>RE</u> -: What stories are special and why?</p> <p>Ramadan/Eid-al Fitr</p> <p>Growing – plants/humans Seasonal changes - Spring Explore balance</p>	<p><u>RE</u> 1: Why is the word 'God' so important to Christians?</p> <p>Growing – animals</p> <p>Seasonal changes - Summer Explore materials and textures (recycling)</p>

<p>Key vocabulary linked to NC subjects</p> <p>(including but not limited to)</p>	RE	belief, faith, Christian, Christianity, God, Jesus, bible, church, cross, baptism, Hindu, Hinduism, Brahma, aum, temple, Jew, Judaism, synagogue, Muslim, Islam, Mohammed, Allah, Qu'ran, mosque
	History	present, past, now, then, yesterday, today, time, day, week, month, year, remember, same, different, similar,
	Geography	polar region, desert, rainforest, jungle, beach, park, village, town, city, country, world, globe, earth, map, path, street, road, bridge, building, sea, river, lake, stream, forest, wood, weather, seasons
	Science	question, answer, explore, test, experiment, investigate, predict, sort, group, record, compare, describe, force, magnetic, non-magnetic, freeze, melt, boil, change, sink, float, plant, grow, flower, tree, soil, roots, stem, stalk, leaves, petals, trunk, branches, seed, bud, blossom, life-cycle, body parts, baby, adult, human, wood, metal, plastic, glass, rock, hard, rough, smooth
	Computing	technology, internet, iPad, app, camera, switch, digital, website, mobile phone, computer, laptop, mouse, keyboard, click, open, close, program, type, record, play, headphones, speaker, volume

Expressive Arts and Design

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Educational Programme	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.					
Curriculum Goals	To become a Dynamic Designer who can choose and safely use the resources they need to make their creations, talk about what they have made and how they have made it. To become a Proud Performer who can perform a song, poem or dance to an audience, retell stories with expression and confidence, play a range of percussion instruments correctly and with good rhythm.					
Term specific provision	<p>Familiar nursery rhymes and songs</p> <p>Use templates and stencils with pencils Wax crayon rubbings Print – fingers, stampers Paint – setup and use Malleable materials – use rolling pins and cutters Use felt tip pens Transient art - sand art Model with construction kits</p>	<p>Nativity songs and traditional songs and rhymes</p> <p>Use stencils with paints and sponges Print - outlines Paint – different brushes, different surfaces Malleable materials – roll and shape by hand Use oil pastels Model with construction kits Junk model – join with tape/glue and embellish</p>	<p>Using untuned instruments to make a rhythm</p> <p>Print – relief printing with rollers Paint - colour mixing Malleable materials – imprint, use mark makers Transient art – glueless collage/loose parts Collage – cut and stick Weaving Consolidate and refine previously taught skills and</p>	<p>Familiar nursery rhymes and songs</p> <p>Paint – wax resist Print – 3D shapes Junk model – flanges and hinges Weaving Consolidate and refine previously taught skills and techniques independently</p> <p>Focus artists – Paul Klee, Wassily Kandinsky (shapes)</p>	<p>Using untuned instruments to make a rhythm</p> <p>Observational drawings Paint – using water colour paints Transient art – natural loose parts Sewing Consolidate and refine previously taught skills and techniques independently</p> <p>Focus artists – Andy Goldsworthy (natural art), Emily Stackhouse</p>	<p>Malleable materials – pottery/sculpture Junk model – moving parts Sewing Consolidate and refine previously taught skills and techniques independently</p> <p>Focus artists –), Barbara Hepworth (sculpture)</p>

	Collage – stick Focus artists – Tony Plant(sand art), Georges Seurat (pointillism)	Focus artists – John Dyer (fireworks), Piet Mondrian (primary colours, shapes)	techniques independently Focus artists – Hilma af Klint (colour mixing), Henri Matisse (cut and stick collage)		(observational drawing of plants)	
Key vocabulary linked to NC subjects (including but not limited to)	Art	paint, draw, colour, mark-make, lines, circles, shapes, colour, mix, primary, secondary, texture, form, sculpt, shape, print, technique, pattern, artist, imprint				
	DT	appearance, design, make, build, model, cut, join, shape, create, decorate, tools, ingredients, recipe				
	Music	song, chorus, verse, tune, percussion instrument names, rhythm, pulse, beat, pitch, tempo, dynamic, compose, dance, move, perform, style				