Badger Hill
PRIMARY SCHOOL

Reception Long Term plan 2024-25

Area of Learning	Autumn	Spring	Summer
Communication and Language	Understand how to listen carefully and why listening is important. Engage in story times. Ask questions to find out more and to check they understand what has been said to them. Develop social phrases Engage in story times.	Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Describe events in some detail Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.	Listen to and talk about stories to build familiarity and understanding. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Use new vocabulary in different contexts.
	Learn new vocabulary Use new vocabulary through the day	Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs.	Use new vocabulary in different contexts
Personal, Social and Emotional Development	See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others.	Show resilience and perseverance in the face of challenge. Identify and moderate their own feelings socially and emotionally.	Think about the perspectives of others. Manage their own needs.
	NB. These statements have been split for extra focus, but all will apply on an ongoing basis throughout the reception year.		
Physical Development	Further develop the skills they need to manage the school day successfully: lining up and queuing, mealtimes, personal hygiene Revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, climbing.	Further develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision, and accuracy when engaging in activities that involve a ball. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.	Combine different movements with ease and fluency Develop the foundations of a handwriting style which is fast, accurate and efficient. Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
	Develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming. Develop their small motor skills so that they can use a range of tools competently, safely, and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks, and spoon. Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. Develop overall body-strength, balance, co-ordination, and agility		
Literacy	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Spell words by identifying the sounds and then writing the sound with letter/s.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Begin to write phrases	Form lower-case and capital letters correctly. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Re-read what they have written to check that it makes sense.
Phonics	Revisit Phase 1 Teach Phase 2 / Phase 2	Phase 3 / Phase 3	phase 4 / Phase 4
Mathematics	Matching and sorting objects Compare numbers and amounts Continue, copy and create repeating patterns. Subitise to 5 One more and one less Number bonds to 5 Circles and triangles (2d shape) Shapes with 4 sides.	Number bonds to 5 and some to 10 Explore the composition Compare capacity Explore 3d shapes Compare length and height Time Composition of numbers to 10	Numbers to 20 (counting) Count on and back (Adding/ taking away by counting on/ back) Numerical Patterns (Doubling, Halving, Sharing, Odds Sharing and grouping

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Understanding the World	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some environments that are different from the one in which they live Recognise some similarities and differences between life in this country and life in their countries. Comment on images of familiar situations in the past	Recognise some environments that are different to the one in which they live. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.	Explore the natural world around them. Draw information from a simple map. Comment on images of familiar situations in the past Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past. Understand that some places are special to members of their community
	Understand the effect of changing seasons on the natural world around them Describe what they see, hear, and feel whilst outside.		
Expressive Arts and Design	Develop storylines in their pretend play. Sing in a group or on their own, increasingly matching the pitch and following the melody.	Return to and build on their previous learning, refining ideas and developing their ability to represent them Create collaboratively sharing ideas, resources, and skills.	Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses
	Explore, use, and refine a variety of artistic effects to express their ideas and feelings Explore and engage in music making and dance, performing solo or in groups.		