










St Bartholomew's School - Reception Long Term Plan 2023-24

| | AUTUMN TERM | | SPRING TERM | | SUMMER TERM | |
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| Topic | Autumn 1 I am Special  | Autumn 2 Let's Celebrate  | Spring 1 To Infinity and Beyond | Spring 2 Rumble and Roar | Summer 1 Let it Grow  | Summer 2 All around the world |
| Suggested texts | The bumble bear The smartest giant in town Rainbow fish | Stick Man Rama and Sita The Nativity story | Whatever next Aliens love underpants | How to Grow a dinosaur The dinosaur that lost his roar Tyrannosaurus Drip | Handa's surprise The hungry caterpillar Jaspers beanstalk | Snail and the Whale The Umbrella |
| Christian values | Christian Value: Courage | Christian Value: Compassion | Christian Value: Perseverance | Christian Value: Respect | Christian Value: Friendship | Christian Value: Truthfulness |
| Characteristics of Effective Learning and over arching principles. | <p>Playing and exploring - engagement: Finding out and exploring. Playing with what they know. Being willing to have a go.</p> <p>Active learning - motivation: Being involved and concentrating. Keeping trying. Enjoying achieving what they set out to do.</p> <p>Creating and thinking critically -thinking: Having their own ideas. Making links. Choosing to do things.</p> <p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.</p> <p>Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.</p> <p>Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.</p> | | | | | |
| British Values | Mutual respect Differences between different people and their beliefs. We create classroom rules We celebrate our differences and know that we are all special and unique. | Mutual Tolerance Everyone is valued, a variety of cultures are celebrated, we all share and respect the opinions of others. | Individual liberty We all have the right to have our own views. We are all respected as individuals. We feel safe to have a go at new activities. | Rule of law We all know that we have rules at We know right from wrong. We recognise that we are accountable for our actions. | Democracy We all have the right to be listened to. We have the opportunity to play with who we want to play with. | Community Exploring wonderful Wigginton and the wider community. |

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| RE  RE Today - Understanding Christianity | God/Creation | | Incarnation | | Salvation | |
| | Why is the word God so important to Christians? How can we care for our wonderful world? | Why do Christians perform nativity plays at Christmas? | What makes every single person unique and precious? | What makes every single person unique and precious? | Why do Christians put a cross in an Easter garden? | How can we help others when they need it? |
| Communication and Language  | Wellcomm | Wellcomm | Wellcomm | Wellcomm | Wellcomm | Wellcomm |
| | <ul style="list-style-type: none"> - Settling in activities - Making friends - Talk about experiences that are familiar to them, What are their passions. - Talk about family routines and special occasions. - Show an interest in the lives of other people - Follow instructions (settling in, putting my things away) - Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" | <ul style="list-style-type: none"> -Discover Passions -retell stories -Story language Listen and respond to stories -Follow instructions -Take part in discussion Understand how to listen carefully and why listening is important. *Choose books that will develop their vocabulary. *Describe events (Diwali, Christmas) *Learn rhymes, poems and songs. | <ul style="list-style-type: none"> -Space centre role play area. - Space presentation - research and present to the rest of the class. -Exploring Non fictions books. - Ask's how and why questions... <p>Using our imagination to become astronauts.</p> | <ul style="list-style-type: none"> -Participate in play in the Jurassic base camp. -Dinosaur small world. - Research and give a group presentation on a dinosaur of their choice. -Retell stories -Articulate ideas and thoughts into well-formed sentences. -Ask questions and observe to find out more. | <ul style="list-style-type: none"> - learn and recite, poems and songs: Let it Grow, You've got a friend in me -listen to, engage in and talk about non-fiction texts -I can describe events in some detail. -Articulate a life cycle of a butterfly -listen to and engage in and talk about selected non-fiction books -I can describe events in some detail: -Butterfly, plant life cycle. | <ul style="list-style-type: none"> -learn and recite, poems and songs: Power in me -Talk about similarities and differences between things in the past and now. Observing animals from around the world. -Discuss and retell events - -I can talk about the experiences I have had at different points in the school year |
| Personal, Social and Emotional development | Me and my relationships | Valuing differences | Keeping myself safe | Rights and responsibilities | Growing and changing | Being my best |
| | All about me, what makes me special, me and my special people, who can help me, my feelings | I'm special, you're special, same and different, same and different homes, I | What's safe to go onto my body, keeping myself safe, listening to my feelings | Looking after special people, looking after my special people, looking after my friends, being helpful | Seasons, life stages, plants animals, humans, who will I be, where do babies come | Bouncing back, yes I can, healthy eating, move your body, a good night sleep. |

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| | | am caring, kind and Oaring. | Keeping safe online, People who keep me safe. | at home, looking after money. | from, getting bigger, me and my body. | |
| Physical development | -Coach PE sessions once a week. -Funky fingers morning activity -Outdoor climbing equipment. | -Coach PE sessions once a week. -Funky fingers morning activity | -Coach PE sessions once a week. -Funky fingers morning activity - Constructing large scale rockets - Constructing shelters forest school. | -Coach PE sessions once a week. -Funky fingers morning activity -Large scale base camp construction | -Coach PE sessions once a week. -Funky fingers morning activity independently for PE | -Coach PE sessions once a week. -Funky fingers morning activity -Large scale sand pit |
| Phonics | See Little Wandle Letters and sounds revised planning - Daily sessions -Reading practise -Books home | | | | | |
| | Phase 2 | Phase 2 | Phase 3 | Phase 3 | Phase 4 | Phase 4 |
| | -Reading practise sessions 3 per week. | -Reading practise sessions 3 per week. | -Reading practise sessions 3 per week. | -Reading practise sessions 3 per week. | -Reading practise sessions 3 per week. | -Reading practise sessions 3 per week. |
| Literacy | -Sharing stories and discussing key events and characters. - Learning the letters in names. | -Begin to write CVC words with growing independence. -Listen attentively to a variety of religious stories, including Rama and Sita, Nativity story. -To write a simple letter. | -Looking at the difference between fiction and nonfiction books. -Reading practise sessions 3 per week. -To write a list -To write a question sentence. | -Explore a mixture of fiction and non-fiction books. -To create a poster. -To work in groups to create a Class 1 Non-fiction book. -Explore the structure of a story. | - Writing observations of each stage of the butterfly life cycle. -Looking at Non-fiction books and research online to discover what plants need to grow. | - Planning and writing their own stories. - Retell and write a recap of our day out. -Writing our own targets and aspirations. |

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| <div>Mathematics</div> <div></div> | <div>Mastering numbers Programme</div> <table><tr><td><div>-Subitising within 3</div><div>-Focus on counting skills.</div><div>-Explore how all numbers are made of</div><div>-Focus on composition of 3 and 4</div><div>Subitise objects and sounds</div><div>Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than</div></td><td><div>-Counting skills</div><div>--Comparison of sets - by matching Use the language of</div><div>-comparison: more than, fewer than, an equal number</div><div>Explore the concept of 'whole' and 'part'</div><div>-Composition of 3, 4 and 5</div><div>-Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20</div></td><td><div>-Subitise within 5 focusing on die patterns</div><div>-Match numerals to quantities within 5</div><div>-Counting -ordinality and the 'staircase' pattern See that each number is one more than the previous number</div><div>Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal</div></td><td><div>-Focus on the 'staircase' pattern and ordering numbers</div><div>-Focus on ordering of numbers to 8 Use language of less than</div><div>-Focus on 7</div><div>Doubles - explore how some numbers can be made with 2 equal parts</div><div>Sorting numbers according to attributes - odd and even numbers</div></td><td><div>-Counting - larger sets and things that cannot be seen</div><div>-Subitising - to 6, including in structured arrangements</div><div>-Composition - '5 and a bit'</div><div>-Composition - of 10</div><div>-Comparison - linked to ordinality Play track games</div></td><td><div>-Introduce the rekenrek</div><div>-Automatic recall of bonds to 5</div><div>-Composition of numbers to 10</div><div>-Comparison</div><div>-Number patterns</div><div>-Counting</div><div>-2D and 3DShapes</div></td></tr></table> | | | | | | <div>-Subitising within 3</div> <div>-Focus on counting skills.</div> <div>-Explore how all numbers are made of</div> <div>-Focus on composition of 3 and 4</div> <div>Subitise objects and sounds</div> <div>Comparison of sets - 'just by looking' Use the language of comparison: more than and fewer than</div> | <div>-Counting skills</div> <div>--Comparison of sets - by matching Use the language of</div> <div>-comparison: more than, fewer than, an equal number</div> <div>Explore the concept of 'whole' and 'part'</div> <div>-Composition of 3, 4 and 5</div> <div>-Practise object counting skills Match numerals to quantities within 10 Verbal counting beyond 20</div> | <div>-Subitise within 5 focusing on die patterns</div> <div>-Match numerals to quantities within 5</div> <div>-Counting -ordinality and the 'staircase' pattern See that each number is one more than the previous number</div> <div>Compare sets and use language of comparison: more than, fewer than, an equal number to Make unequal sets equal</div> | <div>-Focus on the 'staircase' pattern and ordering numbers</div> <div>-Focus on ordering of numbers to 8 Use language of less than</div> <div>-Focus on 7</div> <div>Doubles - explore how some numbers can be made with 2 equal parts</div> <div>Sorting numbers according to attributes - odd and even numbers</div> | <div>-Counting - larger sets and things that cannot be seen</div> <div>-Subitising - to 6, including in structured arrangements</div> <div>-Composition - '5 and a bit'</div> <div>-Composition - of 10</div> <div>-Comparison - linked to ordinality Play track games</div> | <div>-Introduce the rekenrek</div> <div>-Automatic recall of bonds to 5</div> <div>-Composition of numbers to 10</div> <div>-Comparison</div> <div>-Number patterns</div> <div>-Counting</div> <div>-2D and 3DShapes</div> |
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| Expressive Arts and Design KAPOW  | -Continued free access to the creative area and resources. | | | | | |
| | Drawing: Marvellous Marks | Seasonal crafts - Christmas | Painting and mixed media: Paint my world | Painting and mixed media: Paint my world | Sculpture and 3D: creation station | Craft and Design: Lets get crafty |
| Music  | Music Session weekly Songs: I am special -Tiny Tim turtle -Traditional nursery rhymes | Music Session weekly Songs: -My Christmas stocking is special -Nativity songs -999 Emergency song | Music Session weekly Songs: -Try everything -Our Planets -That's just a boundary | Music Session weekly Songs: | Music Session weekly Songs: -You've got a friend in me -Let it Grow | Music Session weekly Songs: Around the world |
| Special days  | Harvest festival Wigginton Church Visit. | Diwali Bonfire night Christmas Remembrance Day | Chinese New Year Space Day Valentine's Day | Shrove Tuesday Easter Mother's day St Patricks Day | Ascension Day World bee day Jubilee | Transition days Sports day Tring Church Visit Father's day Park Visit |
| Parent partnership events  | -Welcome meetings to introduce basic information about Reception expectations. | -Parents evening -Class assembly -Nativity Performance | | -Parents evening -Parents invited in for a Book look | -Parents invited in for a Performance. | -Parents to be given end of year reports. -Sports day -Church service |
| | Mystery reader Parents given the opportunity to sign up to attend forest school sessions. | | | | | |