

Austhorpe Primary School Reception Long Term Plan 2023 -2024

Areas of Learning Early Learning Goals	Autumn Term		Spring Term		Summer Term	
	Marvellous Me and Real Life Superheroes		Out of this world and Our Famous Authors		Minibeasts, Under the Sea and Dinosaurs	
	Autumn 1 4 th Sep- 27 th Oct	Autumn 2 6 th Nov- 22 nd Dec	Spring 1 8 th Jan-9 th Feb	Spring 2 19 th Feb-8 th March	Summer 1 15 th April-24 th May	Summer 2 3 rd June-23 rd July
Enquiry based questions	What makes us marvellous?		Is there anybody out there?	What makes an author?	Are all beasts mini?	Is life better down where it's wetter? What is a dinosaur?
Key Events	Rash Hashanah (15 th /17 th Sep) Black History Month (Oct) Harvest Festival (1 st oct) Halloween (31 st oct) Bonfire Night (5 th Nov)	Remembrance Day (11 th Nov) Diwali (12 th Nov) World Nursery Rhyme Week/ Anti-bullying Week (13 th -17 th) Hanukkah (7 th -15 th Dec) Christmas	National storytelling week (29 th Jan- 5 th Feb) Children's Mental Health (5 th - 11 th Feb) Safer internet day (6 th Feb)	Chinese New Year (10 th Feb) Shrove Tuesday/ Ash Wednesday (pancake day- 13 th Feb) Valentine's day (14 th Feb) World book day (7 th March) Mother's day (10 th March) Ramadan /Holi/ Eid (10 th March- 9 th April)	Ramadan /Holi/ Eid (10 th March- 9 th April) St Patricks Day (17 th March) Easter Sunday (31 st April) St George's day (23 rd April)	Father's Day 16 th June
Real Life Experiences	Walk around the local area Visits Doctor, Nurse, Dentist, Fire Brigade Visit from a farmer linked to Harvest	Visit from a theatre company to model what we are aiming for with Christmas production Teddy Bears Hospital Sundown Adventure- Visiting Santa	Buying and cooking a Chinese buffet, Space dome, Google Earth Space day	Pancake making Wildlife Area Wedding at the church Weddings from around the world	Wildlife area bug hunts Caterpillars Interactive visit from minibeast/ reptile	Ice cream van visit Visit to Skyliner for Fish and Chips The Deep visit Dinosaur bones Dinosaur Visit Sports Day
Characteristics of Effective learning	Playing and Exploring Finding out and exploring, Playing with what they know, Being willing to 'have a go'.		Active Learning Motivation Being involved and concentrating, keeping trying, enjoying achieving what they set out to do.		Creating and Thinking Critically Thinking Having their own ideas, Making links, Choosing ways to do.	
Communication and Language Listening, Attention and Understanding <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced 	Opportunities to develop Communication and Language in addition to everyday practice: Modelling full sentences, encouraging the children to use 'STEM' sentences when answering questions during lesson inputs, using talk partners to discuss ideas, Talk4Writing, Nursery Rhymes and songs, rich language conversations throughout the day, speaking and listening during carpet time etc.					
<ul style="list-style-type: none"> Understand how to listen carefully in range of situations and is aware of the importance of listening. Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary. Engage in story times. Use language to retell stories. During small group or 1:1 discussion, ask questions to find out more and understand what has been said to them. Participate in small group, class and 1:1 discussion offering their own ideas using recently introduced vocabulary. Give instructions to perform a task. Connect one idea or action to another using a range of connectives. Explain how things work and why they might happen. Articulate their ideas and thoughts in well-formed sentences. and describe events in detail. Show an understanding of the meaning of new words by using them in discussion and role play situations. Develop storylines in their pretend play and use discussion to help work out problems and activities. Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Vocalise the rules and show understanding of them. 						

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<p>vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <ul style="list-style-type: none"> 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. 						
<p style="text-align: center;">Physical Development</p> <p style="text-align: center;">Gross Motor Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p style="text-align: center;">Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. •Begin to show accuracy and care when drawing. 	<p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> Explore different ways to travel around a space: such as running, jumping, dancing, hopping, skipping and climbing Support others. Work safely. Take tuns. Develop listening skills PE with Mr Fawcett Welly Wednesday <p>Gross & Fine Motor:</p> <ul style="list-style-type: none"> Negotiating space and obstacles safely in and out of the classroom. Developing fine motor skills through zipping and unzipping coats, putting gloves on, changing into wellies Crocodile snap Identify dominant hand Developing mark making skills Pencil control activities Name and number writing at register times Dough Disco 	<p>Fundamental Movement Skills</p> <ul style="list-style-type: none"> Develop balancing using apparatus in the hall. Using basic PE Equipment- coits, beanbags, hoops, balls. <p>Gross & Fine Motor:</p> <ul style="list-style-type: none"> Demonstrate strength, balance and coordination when playing. Work on pincer grip Pencil control activities Name and number writing Use a range of small tools – scissors, paint brushes, cutlery Dough disco Small and large construction 	<p>Throwing & Catching</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely through PE lessons. Take part energetically in running, jumping, dancing, hopping, skipping and climbing activities. <p>Gross & Fine Motor:</p> <ul style="list-style-type: none"> Begin to show accuracy and care when drawing. Work on pincer grip Pencil control and scissor skill activities Name, number and simple sentence writing Dough Disco Use a range of small tools – scissors, paint brushes, cutlery. Small and large construction 	<p>Ball Skills</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely through PE lessons. Handling tools and equipment safely <p>Gross & Fine Motor:</p> <ul style="list-style-type: none"> Work on pincer grip Pencil control activities Name writing, word and sentence writing Dough Disco Use a range of small tools – scissors, paint brushes, cutlery. Small and large construction 	<p>Dance</p> <ul style="list-style-type: none"> Copy and explore basic movement and body pattern. Simple movements and dance steps. Games in PE - Take part energetically in running, jumping, dancing, hopping, skipping and climbing activities. <p>Gross & Fine Motor</p> <ul style="list-style-type: none"> Begin to show accuracy and care when drawing – observational drawing of plants and flowers. Name writing, word and sentence writing Dough Disco Use a range of small tools – scissors, paint brushes, cutlery. Small and large construction 	<p>Fun & Games</p> <ul style="list-style-type: none"> Sports Day Events <p>Gross & Fine Motor:</p> <ul style="list-style-type: none"> Negotiate space and obstacles safely. Name writing, word & sentence writing Become a fluent writer – using the tripod grip. Dough Disco Use a range of small tools – scissors, paint brushes, cutlery. Small and large construction

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	<ul style="list-style-type: none"> Small and large construction 					
<p>Personal, Social & Emotional Development</p> <p style="text-align: center;">Self-Regulation</p> <ul style="list-style-type: none"> Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p style="text-align: center;">Managing Self</p> <ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <p style="text-align: center;">Building Relationships</p> <ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs. 	<ul style="list-style-type: none"> Learning the school Rules: routines and boundaries. Forming positive relationships. Learning about differences and similarities - Anti-Bullying Week. Friendships. Playing together and taking turns. Learns where to find resources and equipment. Circle time activities to get to know each other and develop our social skills. Circle time focusing on needs arising throughout each week. Thinking and talking about family traditions and other people's family traditions, Christmas, Diwali, Chinese new year. <p>Activities:</p> <ul style="list-style-type: none"> Positive behavioural strategies- positive praise and language, class behaviour tokens Agree and embed class rules. Teach Super sorter rules- encourage children to try and solve conflict independently. Introduce the buddy system- How can my buddy support me around school. All About me – share personal likes and dislikes. Teach Hygiene, hand washing, personal needs, oral health, dressing & undressing. 	<ul style="list-style-type: none"> Working within a group. Being proud of their achievements. Talk about their ideas. Know how to keep safe - Road Safety. Share ideas and listen to others. Understand consequences of behaviour. Embedding Super sorter rules <p>Activities:</p> <ul style="list-style-type: none"> Circle time focusing on needs arising throughout each week. Learning the green cross code Praising each other, what do we like about each other, how do we help each other as a class? 	<ul style="list-style-type: none"> Understand consequences of behaviour Relationships - resolve conflict without an adult using Super Sorter rules independently. Adapt to changes in routine. Share ideas and listen to others. Transition to Year 1: We will be preparing the children for their transition to Year 1. They will be spending time in their new classroom and meeting their new teacher. Preparing for change <p>Activities:</p> <ul style="list-style-type: none"> Circle time- changes – transition to year 1, what to expect in our new classroom. How can we support each other through the transition? Write a list of questions to ask our year 1 teacher on transition visits 			
<p style="text-align: center;">Mathematics</p> <p style="text-align: center;">Number</p> <ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5; Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. 	<p>At Austhorpe we believe that teaching children depth in maths is fundamental in providing the children with the skills they need to access the next step of their education. We teach skills by breaking down objectives into small steps so that the children are secure before we move onto the next stage. We believe that maths should be practical, fun and engaging and that the children should be given opportunities to play with different ways of representing numbers and patterns. We follow White Rose Maths</p>					
	<p>White Rose Maths Units: <i>Match. Sort and Compare</i> <i>Talk About Measure and Patterns</i> <i>It's me 1,2,3</i></p> <ul style="list-style-type: none"> Match, sort and compare amounts. 	<p>White Rose Maths Units: <i>Circles and Triangles</i> <i>1,2,3,4,5</i> <i>Shapes with Four Sides</i></p> <ul style="list-style-type: none"> Investigating circles and triangles. 	<p>White Rose Maths Units: <i>Alive in 5</i> <i>Mass and Capacity</i> <i>Growing 6,7,8</i></p> <ul style="list-style-type: none"> Introducing zero Find 0 to 5. Subitise 0 to 5. 	<p>White Rose Maths Units: <i>Length, Height and Time</i> <i>Building 9 and 10</i> <i>Explore 3D Shapes</i></p> <ul style="list-style-type: none"> Explore and compare Length and Height. Talk about time. 	<p>White Rose Maths Units: <i>To 20 and beyond</i> <i>How many now?</i> <i>Manipulate, Compose and Decompose</i></p> <ul style="list-style-type: none"> Build numbers beyond 10. 	<p>White Rose Maths Units: <i>Sharing and Grouping</i> <i>Visualise, Build and Map</i> <i>Make Connections</i></p> <ul style="list-style-type: none"> Explore sharing and grouping. Even and odd sharing.

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<p>Numerical Patterns</p> <ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. 	<ul style="list-style-type: none"> Compare size, mass and capacity. Exploring patterns. Numbers 1,2,3. Subitising to 3. Representing 1,2,3. One more, one less. Composition of 1,2,3. 	<ul style="list-style-type: none"> Exploring shapes in the environment. Positional Language. Numbers 1,2,3,4,5. Subitising 4 and 5. Representing 4 and 5. One more, one less . Composition of numbers to 5. 	<ul style="list-style-type: none"> Represent 0 to 5. One more, one less. Bonds to 5. Conceptual subitising up to 8. Compare mass and capacity. Numbers 6,7,8 . Representing 6, 7 and 8. One more, one less. Composition of 6, 7 and 8. Make pairs odd and even. Double to 8 (find and make a double). 	<ul style="list-style-type: none"> Order and Sequence time. Find 9 and 10. Compare numbers to 10. Represent numbers 9 and 10. Conceptual subitising to 10. One more, one less. Bonds to 10 Double to 10 (find and make a double). Explore even and odd numbers. Recognise and name 3D Shapes. Find 2D shapes within 3D shapes. Find 3D shapes and patterns in the environment. Identify, copy and continue patterns. 	<ul style="list-style-type: none"> Continue patterns beyond 10 (up to 20) Verbal counting beyond 20. Verbal counting patterns. Adding more and taking away. Select shapes for a purpose. To match, rotate and manipulate shapes. Compose and decompose shapes. Copy 2D shape pictures. Find 2D shapes within 3D shapes. 	<ul style="list-style-type: none"> Play with and build doubles. Identify units of repeating patterns. Explore and create own pattern rules. Replicate and build scenes and constructions. Visualise from and describe different positions. Give instructions to build. Explore mapping. Represent maps with models. Create own maps from familiar places and plans from story situations. Deepening Understanding Patterns and relationships.
<p>Literacy</p> <p>Comprehension</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. <p style="text-align: center;">Word Reading</p> <ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs Read words consistent with their phonic knowledge by sound blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>At Austhorpe, we want of our children to be confident, fluent readers who are passionate about reading. We pride ourselves on our highly successful phonics scheme “Read Write Inc. All of our teachers and teaching assistants are trained on the scheme and believe that no child should ever be held back in their reading journey. We teach Read Write including daily which supports our mission of ensuring every child develops a lifelong love of reading.</p>					
	<p>Key Teaching texts: You Choose The Everywhere Bear Once there were giants Room on the Broom</p> <p>Supporting Key Topic Books: Starting School Funny Bones Hands are not for hitting Coming to England</p> <p>Literacy/ writing context:</p> <ul style="list-style-type: none"> Initial sounds CVC words to blend and write mark making, labels. Oral retelling. Name writing 	<p>Key Teaching Texts Paddington’s Post The Gingerbread Man The Jolly Christmas Postman The Christmas Story</p> <p>Supporting Key Topic Books: Mog at the Vets Dentist by Rebecca Hunter Firefighter by Rebecca Hunter Police Officer by Rebecca Hunter Burglar Bill Zog and the flying doctors</p> <p>Seasonal Books (Festivals & Celebrations): Five Days of Diwali Stick Man</p>	<p>Key Teaching Texts: Whatever Next How to catch a star There’s an alien in your book Aliens love underpants</p> <p>Supporting Key Topic Books: Look inside space The Smeds and the Smoos Space- believe it or not Papa please get the moon for me Astro girl</p> <p>Seasonal Books (Winter): Owl Babies Blue Penguin One Snowy Night</p> <p>Literacy/ writing context:</p>	<p>Key Teaching Texts We’re going on a Bear Hunt The Tiger who came to tea Scarecrow Wedding Owl Babies Handa’s Surprise</p> <p>Supporting Key Topic Books: Never tickle a tiger The Gruffalo Elmer Rumble in the Jungle</p> <p>Seasonal Books (Spring): When Will it be Spring?</p> <p>Literacy/ writing context:</p>	<p>Key Teaching Texts The Very Hungry Caterpillar My oh my a butterfly What the ladybird heard The very ugly bug</p> <p>Supporting Key Topic Books: The Big Book of Bugs Life cycle books- caterpillars frogs</p> <p>Literacy/ writing context:</p> <ul style="list-style-type: none"> Blending sentences / 	<p>Key Teaching Texts: The lighthouse keepers lunch Somebody swallowed Stanley Proudest Blue The Rainbow Fish Harry and the Dinosaurs</p> <p>Supporting Key Topic Books:</p> <p>Commotion in the ocean Tiddler Shark in the Park A whales tale (you tube) The snail and the whale</p> <p>Seasonal Books (Summer):</p>

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<p style="text-align: center;">Writing</p> <ul style="list-style-type: none"> • Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others. 	<ul style="list-style-type: none"> • Fred Talk 	<p>The Christmas Story Bonfire Night</p> <p>Literacy/ writing context:</p> <ul style="list-style-type: none"> • CVC words • Blending using Fred talk • Captions • Lists • labels & caption writing. <p>Activities –</p> <ul style="list-style-type: none"> • Asking and writing questions • Letters to Santa • Wanted posters for the Gingerbread Man using describing words. • Captions for photographs of the school trip • Name writing 	<ul style="list-style-type: none"> • Blending using Fred talk • CVC word writing. • Caption and short sentence writing. <p>Activities –</p> <ul style="list-style-type: none"> • making space rockets • space booklets • story maps • create new planets and label features • Asking and writing questions 	<ul style="list-style-type: none"> • blending captions and sentences using Fred talk and Fred fingers. • Sentence writing using red words. <p>Activities –</p> <ul style="list-style-type: none"> • List writing- shopping list to replace what the tiger has eaten • Simple story writing, new verse to We’re going on a Bear Hunt • Describe fruits that they have tasted linked to Handa’s Surprise 	<p>extended sentences using Fred talk and Fred fingers.</p> <ul style="list-style-type: none"> • Writing rhyming sentences <p>Activities –</p> <ul style="list-style-type: none"> • Retell the Hungry Caterpillar using props and talk for writing • Caterpillar lifecycle diary • Recap of the minibeast visit • Minibeast fact files 	<p>Literacy/ writing context:</p> <ul style="list-style-type: none"> • Blending sentences / extended sentences, using Fred talk and Fred fingers . • Writing at length. <p>Activities –</p> <ul style="list-style-type: none"> • Retell of stories • Shopping list for Mr Grinling’s lunch • Posters around keeping the ocean clean • Zig zag/ sequencing book • Dinosaur top trump cards • Dinosaur eggs warning signs to cordon off site
<p style="text-align: center;">Understanding the World</p> <p style="text-align: center;">Past and Present</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<p>Throughout the year we will take part in Welly Wednesday, the children will observe first had the changes in seasons, they will learn to name and describe seasons, know the days of the week and the months of the year.</p>					
<ul style="list-style-type: none"> • Share the ‘All about Me’ sheets from parent’s pack, talk about familiarities and differences between us. • My Family: Traditions and celebrations. Past and present. Create family trees. Investigate the History of Me and my family. • How have I changed since I was a baby? Linked to Once there were Giants, What toys did I use to play with? 	<ul style="list-style-type: none"> • Bonfire Night – discuss why we celebrate. • History of Bonfire Night. Read the story ‘Bonfire. • Link to firefighters and their role. • Learn about fire safety. • Share ‘The Christmas Story’. What happens? Why do we celebrate? • Discuss Family traditions at Christmas – focus on similarities and differences. • Learn about how Diwali is celebrated- Why 	<ul style="list-style-type: none"> • Research famous astronauts- Helen Sharman, Tim Peake & Neil Armstrong. • Look at historical pictures linked to space. Share the similarities and differences. • Explore how space technology has developed over time. 	<ul style="list-style-type: none"> • Look at the lives of different authors and discuss how their childhood influenced their writing. • Looking at children family and staff weddings. Look at photographs to see how they’ve changed.. 	<ul style="list-style-type: none"> • How do the caterpillars/chicks change over time? How does that differ to how we grow? • Look at life cycles e.g. humans, chickens, butterflies and plants – complete throughout the year. 	<ul style="list-style-type: none"> • Research the history of the Eddystone Lighthouse, why do we wear a lighthouse on our uniform? • Who is John Smeaton and why is he significant to us? • Compare how the children have changed from the start of the Reception to the end of the year. What can you do now that you couldn’t before? Do you look the same or different? Look 	

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	What do I play with now?	do we make diva lamps?				back our class journey. <ul style="list-style-type: none"> Look at fossils, where could they have come from?
<p style="text-align: center;">The Natural World</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 	<ul style="list-style-type: none"> Explore - My body/Healthy eating/exercise. How do we look after our bodies? Lots of work around oral hygiene. Label parts of their body and discuss their features. Investigate the Season Autumn Children will observe, explore and describe Autumn. Look closely at similarities, differences and change. For Harvest festival explore how food is grown on the land i.e. the crops and how they are harvested locally – link to baking own bread. Investigate seasonal changes throughout muddy monday 	<ul style="list-style-type: none"> Explore how we can look after our environment. Why is health and hygiene so important to our bodies? Link to growing and eating of fresh fruit and vegetables. Talk about what clothing we should wear in different weathers – link to muddy monday 	<ul style="list-style-type: none"> Explore and investigate 'Light and Dark' – what is different before we come to school/at home time? Investigate the properties of ice. Linked to space, why are Uranus and Neptune ice planets? Use non-fiction books to answer their own questions. Use Google Earth to explore the Earth's landscape links to shape in Mathematics. 	<ul style="list-style-type: none"> Who walked s on the planet before me? Explore and investigate a woolly mammoth. Compare with animals we find in England. Use the story cave baby to begin to look at cave writing. Learn what a fossil is linked to the woolly mammoth story. Observe new plants growing i.e. cress and link to Literacy instructional writing. What do we need to do to take care of our plants? 	<ul style="list-style-type: none"> Observe the caterpillars/ chicks i.e. What changes each day? What is their life cycle and how does it differ from ours? Look at different creatures at the minibeast experience day, what have we learnt about different creatures? Explore different habitats, linked to muddy monday. Observe new plants growing. What do we need to do to take care of our plants? 	<ul style="list-style-type: none"> Investigate properties of the materials - floating, sinking, experimentation and looking at uses. Use the story a whale's tale to look at pollution in the ocean, learn how we can help to look after our planet. Why is it important to recycle? Look at different habitats relating to Dinosaurs i.e. wetlands and drylands making links to herbivore, carnivore and omnivore. Compare the dinosaur environment to the modern day world.
<p style="text-align: center;">People Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 	<ul style="list-style-type: none"> Sense of Place - My School. Getting to know key places in the school building, grounds and 	<ul style="list-style-type: none"> Explore jobs and key people in our community. Firefighters, postal workers, police 	<ul style="list-style-type: none"> Learn that we live on planet Earth. Learn that the Earth is made of land and water, the blue on the 	<ul style="list-style-type: none"> Learn about the environment in which the woolly mammoth lived, where in the 	<ul style="list-style-type: none"> Observing living things in my immediate environment. Looking at mini beasts and 	<ul style="list-style-type: none"> Look at beaches in England and compare with beaches from around the world- volcanic sand etc,

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<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<p>routes from and to my classroom.</p> <ul style="list-style-type: none"> • Learn that we live in Austhorpe and that Austhorpe is in Leeds -compare this to different places and environments. • Identify where England is on a world map and a globe. • Identify Leeds on a map of England. • Talk about the adventures of The Everywhere Bear, where has he been, what has he done? 	<p>officers, dentist school staff.</p> <ul style="list-style-type: none"> • Visit from Teddy bears hospital to learn about different roles and responsibilities in St James Hospital. • Learn about different cultural traditions and festivals across the year. 	<p>map/globe is water, the green is the land.</p> <ul style="list-style-type: none"> • Name and identify different planets. • Look at Astronauts who have been to the moon. • Watch rocket launches • Tim Peake study, explore how he lived on the rocket • Helen Sharman study- who is she and why is she significant? 	<p>world would we find them?</p> <ul style="list-style-type: none"> • How does the environments we have observed differ from ours? Are there similarities? 	<p>habitats through welly Wednesday</p> <ul style="list-style-type: none"> • Talk about the adventures of The Everywhere Bear, where has she been, what has she done? 	<p>how do they differ? What are the similarities?</p> <ul style="list-style-type: none"> • Research the Eddystone lighthouse and compare with lighthouses from around the world. • How do sea creatures in England differ from sea creatures in other countries
<p style="text-align: center;">Expressive Arts & Design:</p> <p style="text-align: center;">Creating with Materials</p> <ul style="list-style-type: none"> • Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. • Share their creations, explaining the process they have used, • Make use of props and materials when role playing characters in narratives and stories 	<ul style="list-style-type: none"> • Collect and use natural materials to create transient art both in and outdoors. • Learn that transient art can be moved. • Experiment with different tools paintbrushes, chinks, scissors <p>Activities</p> <ul style="list-style-type: none"> • Splatter painting • Cutting activities • Creating transient art both in and outdoors • Freedom to explore and make marks • Self-portraits 	<ul style="list-style-type: none"> • Jackson Pollock study- learning about abstract art. • Begin to look at observational drawings. • Explore how colours can be changed. • Experiment with different tools. <p>Activities</p> <ul style="list-style-type: none"> • Create a Christmas decoration. • Design a Christmas card • Observational drawing • Using different materials to create collage 	<ul style="list-style-type: none"> • Study on Yayoi Kusama, creating pictures using different patterns • Learning to work with papier mâché. • Experiment with different tools. • Discover paint effects using tools to create patterns that represent different surfaces of the planets. • Construct with a purpose in mind and create collage planets. <p>Activities</p> <ul style="list-style-type: none"> • Papier mâché planets • Experimenting with different patterns • To use a range of materials to create art related to different 	<ul style="list-style-type: none"> • Study on Giuseppe Arcimboldo, using fruits, vegetables and flowers. • Experiment with different tools • Look at cave art. <p>Activities</p> <ul style="list-style-type: none"> • Using fruits, vegetables and flowers to create self portraits. • Using charcoal to create our own cave paintings • Observational drawings of fruit. 	<ul style="list-style-type: none"> • Construct with purpose in mind when building minibeast habitats. • Select and sort ,materials, cut, tear, stitch to create habitats. • Engage in more complex activities, e.g. cutting and sewing a variety of materials. • Discover paint effects using tools to create patterns to represent minibeast shells and skins. <p>Activities</p> <ul style="list-style-type: none"> • Using boxes and materials to create minibeast habitats. • Designing habitats using chinks and pastels 	<ul style="list-style-type: none"> • Study on Vincent van Gogh. • How do his paintings make us feel. • Using recyclable materials to make new items e.g. dinosaurs . • Designing and building lighthouses. • Printmaking to create textures. <p>Activities</p> <ul style="list-style-type: none"> • Recreate starry night using different materials. • Box modelling using recyclable materials , what can we create? How can it be used? • Designing and building lighthouses.

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			festivals e.g. Chinese lanterns.		<ul style="list-style-type: none"> • Observational drawing of minibeasts. • Experiment with paint and tools to create shells/skins. 	<ul style="list-style-type: none"> • Create different dinosaur skin textures. • Make own warning Dinosaur signs.
<p style="text-align: center;">Expressive Arts & Design</p> <p>Music & Drama Being Imaginative and Expressive</p> <ul style="list-style-type: none"> • Invent, adapt and recount narratives and stories with peers and their teacher. • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 	<ul style="list-style-type: none"> • Music with Miss Lee. • Role play in the home corner. • Use of the stage outside to create stories using own ideas and a range of texts. • Rehearse and perform the Nativity. • Harvest festival song, perform to parents. • Daily songs and nursery rhymes 					