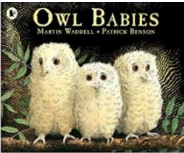
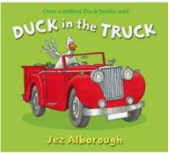
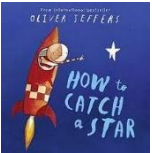
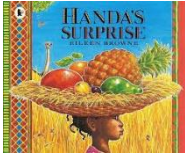
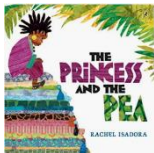
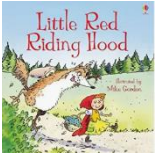




Raleigh Infant and Admirals Academy
 Year Group Long Term Plan
Reception
 2023-2024

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------------------------|--|--|--|---|--|--|
| | 6 th September – 20 th October (6.5 weeks) | 30 th October – 20 th December (7.5 weeks) | 4 th January – 16 th February (6.5 weeks) | 26 th February – 27 th March (4.5 weeks) | 15 th April – 24 th May (6 weeks) | 3 rd June – 19 th July (7 weeks) |
| Understanding the World | | | | | | |
| PKC Learning Theme | All About Me | Transport: Past and Present | Space | Growing and Changing | Kings and Queens | Stories from the Past |
| Experiences | Engage: People who help us visit Other events: Phonics workshop, Black History Month, World Mental Health Day | Engage: Charles Burrell Museum trip OR walking transport spotting trip Other events: Road safety talk, Children in Need, Remembrance Day, World Science Day, Nativity, Christmas craft afternoon Christmas Disco, Christmas Jumper Day, Anti-bulling week | Engage: Classroom planetarium experience Other events: Children’s Mental Health Week, Safer Internet Day, Rock Kidz | Engage: Garden Centre visit OR Farm Visit Other events: Easter craft afternoon, Sports Relief, World Book Day, World Poetry Day, National Science week | Engage: Kings House trip OR Virtual tour of Buckingham palace Other events: Earth Day, Music week | Engage: Ancient House Museum trip – ‘Fairy Tale House’ Other events: Sports Day, Transition, Summer Fete |
| History (Past and Present) (PKC) | - Family history | - Transport from the past - Key people from the past – Ernest Shackleton, Charles Burrell, George Stevenson | - Moon landings - Astronaut experiences in space | - Changes over time (timelines and chronology) | - The Royal Family - Historical buildings – castles and palaces - Coronations - King John and the Magna Carta - Our Government | - Fairy Tales - Legends – St George and the Dragon - Ancient Greek Myths - Aesop’s Fables - Folk Tales – Anansi the Spider |

| | | | | | | |
|--|--|---|--|--|---|---|
| Geography (People, Culture and Communities) (PKC) | <ul style="list-style-type: none"> - Our school - Our community - Careers - Maps (local area) | <ul style="list-style-type: none"> - Different modes of transport - Transport around the world - Road safety - Antarctica | <ul style="list-style-type: none"> - The Earth – human geography | <ul style="list-style-type: none"> - Changes over time (local area) - Food and farming in other countries/climates | <ul style="list-style-type: none"> - Identifying England/the UK - Royal buildings (local area) - Locating London/ Westminster Abbey - Locating India - Locating Asia | <ul style="list-style-type: none"> - Homes around the World - Locating Turkey - Locating Greece - Locating Africa |
| Science (The Natural World) (PKC) | <ul style="list-style-type: none"> - Our bodies - Growth and lifecycles - Seasons (Autumn) | <ul style="list-style-type: none"> - Seasons (Winter) - Weather/cold climates - Sinking and floating (boats) | <ul style="list-style-type: none"> - Planets - Stars - Astronauts – Mae Jemison, Tim Peake - Astronomers | <ul style="list-style-type: none"> - Growing plants and botanists - Animals - Lifecycles - Food and farming - Seasons (Spring) | <ul style="list-style-type: none"> - Family trees - Plants and growth – Royal Gardens - Protecting the environment – Littering - Seasons (Summer) | <ul style="list-style-type: none"> - Body parts - Healthy foods - Human lifecycles - Spiders |
| Literacy | | | | | | |
| Phonics (Little Wandle) | Phase 2 | | Phase 3 | | Phase 4 | |
| Writing | <p>Key Text: Owl Babies – Martin Waddell</p>  <p>Social/moral themes</p> | <p>Key Text: Duck in the Truck – Jez Alborough</p>  <p>Social/moral themes</p> | <p>Key Text: How to Catch a Star – Oliver Jeffers</p>  <p>Social/moral themes</p> | <p>Key Text: Handa's Surprise – Eileen Browne</p>  <p>Diversity/BAME author Strong female lead Revisiting authors (YN)</p> | <p>Key Text: The Princess and the Pea – Rachel Isadora</p>  <p>Diversity/BAME author Strong female lead</p> | <p>Key Text: Little Red Riding Hood</p>  <p>Heritage/classic text</p> |
| | <ul style="list-style-type: none"> - Name writing - Story maps - Labelling | <ul style="list-style-type: none"> - Story maps - Innovated captions - List writing - Letter writing | <ul style="list-style-type: none"> - Story maps - Innovated parts of a story - Labelled diagrams - Non-fiction texts | <ul style="list-style-type: none"> - Story maps - Write a story with a beginning - Instruction writing - Descriptions | <ul style="list-style-type: none"> - Story maps - Write a story with a beginning and end - Labelling - Letter writing | <ul style="list-style-type: none"> - Story maps - Write a story with a beginning, middle and end - Invent a story |
| Reading | <ul style="list-style-type: none"> - Non-fiction books – family, mapping, Thetford, people who help us, seasons - Love Makes a Family – Sophie Beer - Here We Are – Oliver Jeffers | <ul style="list-style-type: none"> - Non-fiction books – transport, Ernest Shackleton - Mrs Armitage on Wheels – Quentin Blake - The Wheels on the Tuk Tuk – Kabir Sehgal | <ul style="list-style-type: none"> - Non-fiction books – space, planets, astronauts, astronomy, Earth, Mars Rover - How the Stars came to be – Poonam Mistry - Whatever Next – Jill Murphy - Mae Jemison – Mary Nhin | <ul style="list-style-type: none"> - Non-fiction books – plants, growing, animals, seasons - The Enormous Turnip – Katie Daynes - The Tree – Britta Teckentrup - Oliver's Vegetables – Vivien French | <ul style="list-style-type: none"> - Non-fiction books – The Royal Family, castles, London, Magna Carta, Government - The Queen's Hat – Steve Anthony - The Queen's Knickers – Nicholas Allan | <ul style="list-style-type: none"> - Non-fiction books – Atlases, Ancient Greece - Little Red Riding Hood – varying authors - Little Red – Bethan Woollvin - Rapunzel – Bethan Woollvin |







| | | | | | | |
|--|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> - The Squirrels who Squabbled – Rachel Bright - The Tree – Britta Teckentrup - Ruby's Worry – Tom Percival - The Dot – Peter Reynolds - Luna Loves Art – Joseph Coelho - Martha Maps it Out – Leigh Hodgkinson - What Makes Me a ME? – David Tazzyma - The Three Little Pigs – varying authors - Goldilocks and the Three Bears – varying authors | <ul style="list-style-type: none"> - Mr Gumpy's Motor Car – John Burningham - Guido's Gondola – Steve Bjorkman - The Cat, The Mouse, and the Runaway Train – Peter Bentley - Shackleton's Journey – William Grill - Things that Go! – William Bee - Not a Box – Antoinette Portis - Rosie's Walk – Pat Hutchins - The Little Red Hen – varying authors - Lost and Found – Oliver Jeffers | <ul style="list-style-type: none"> - Astro Girl – Ken Wilson-Max - Look Up – Nathan Bryon - Meet the Planets – Caryl Hart - Zoo in the Sky – Jacqueline Mitton - The Way Back Home – Oliver Jeffers - Here We Are – Oliver Jeffers - The Darkest Dark – Chris Julia Donaldson - Night Monkey, Day Monkey – Julia Donaldson - Beegu – Alexis Beacon | <ul style="list-style-type: none"> - Think Big! – Kes Gray - The Tiny Seed – Eric Carle - The Very Hungry Caterpillar – Eric Carle - Monkey Puzzle – Julia Donaldson - Tadpole's Promise – Jeanne Willis - When I Grow Up – Jon Hales - Tad – Benji Davies - Wild – Emily Hughes - Somebody Swallowed Stanley – Sarah Roberts - Jack and the Beanstalk – varying authors | <ul style="list-style-type: none"> - The King's Pants – Nicholas Allan - The Princess and the Pea – varying authors - Shhh! – Sally Grindley - Paddington at the Palace – Michael Bond - Katie in London – James Mayhew - The King Who Banned the Dark – Emily Haworth-Booth - Zog – Julia Donaldson | <ul style="list-style-type: none"> - Hansel and Gretel – Bethan Woollvin - Grimm's Fairy Tales – Elli Woollard - St George and the Dragon – Usborne - George and the Dragon – Chris Wormell - Aesop's Fables – Elli Woollard - Greek Myths – Jean Menzies - Anansi the Spider – Gerald McDermott - The Pot of Wisdom – Adwoa Badoe |
| Maths | | | | | | |
| Number and Numerical Patterns (NCETM) | <ul style="list-style-type: none"> - Subitising to 3 - Counting sequence to 5 - Composition to 3 - Subitising to 4 - Comparing two sets (more/fewer than) | <ul style="list-style-type: none"> - Counting and representing to 5 - Comparing groups of 3, identifying equal/too many/too few - Identify 'parts' making a 'whole' - Composing/ decomposing sets to 5 - Counting and cardinality to 5 | <ul style="list-style-type: none"> - Subitising arrangements to 6 - Order to 5 - Partitioning 5 into different parts - Representations to 7 - Comparing quantities (more/fewer than and equal) | <ul style="list-style-type: none"> - Pattern of the counting system to 10 (one more/one less) - Order and compare numbers to 10 - Conceptual subitising to 7 - Double patterns - Even numbers as two equal parts | <ul style="list-style-type: none"> - Counting strategies for larger sets, sets that cannot be seen and moved - Subitising double patterns to 10 - Composition of 5 - Composition of 10 - Positioning numbers on a number track | <ul style="list-style-type: none"> - Conceptual subitising to 10 - Automatic recall of number bonds to 5 - Number bonds to 10 - Comparing quantities (more than/fewer than) and magnitude - Positioning numbers - Counting and cardinality to 20 |
| Shape, Space and Measure (WRM) | <ul style="list-style-type: none"> - Matching and sorting similar attributes - Matching and sorting in different ways - Identify, copy and continue AB patterns - Create AB patterns - Night & day and other routines | <ul style="list-style-type: none"> - Compare and order by size - Compare and order by mass - Compare and order by capacity - Positional language - Circles - Triangles - Squares and rectangles | <ul style="list-style-type: none"> - Compare and order by size - Compare and order by mass - Compare and order by capacity - Time order and sequencing - 3D shapes - Properties of shapes | <ul style="list-style-type: none"> - Identifying complex patterns - Copy and continue complex patterns - Complex patterns in the environment - Creating complex patterns | <ul style="list-style-type: none"> - Selecting shapes for a purpose - Rotating and manipulating shapes - Shape arrangements and positional language - Identifying 2D shapes within 3D shapes - Composing and decomposing shapes | <ul style="list-style-type: none"> - Units of repeat and pattern rules - Patterns and relationship between numbers and shapes - Spatial awareness and viewpoint - Giving instructions to build simple models - Representing maps using models - Creating maps of familiar places - Creating maps of story situations |

Physical Development (PD)

| | | | | | | | | | |
|---|--|------------------------------------|-----------------------|--|----------------------------|-----------------------------|---|--|--|
| <p>Gross Motor Skills Fine Motor Skills</p> | <ul style="list-style-type: none"> -Continue to develop their movement, balancing, riding and ball skills. -Go up steps and stairs, or climb up apparatus, using alternate feet. -Skip, hop, stand on one leg and hold a pose for a game like musical statues. -Use large-muscle movements to wave flags and streamers, paint and make marks. -Start taking part in some group activities which they make up for themselves, or in teams. -Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. -Match their developing physical skills to tasks and activities in the setting -Choose the right resources to carry out their own plan. -Collaborate with others to manage large items. -Use one-handed tools and equipment. -Use a comfortable grip with good control when holding pens and pencils. --- Show a preference for a dominant hand. -Be increasingly independent as they get dressed and undressed | | | <ul style="list-style-type: none"> -Revise and refine the fundamental movement skills they have already acquired. -Progress towards a more fluent style of moving, with developing control and grace. -Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines -Develop their small motor skills so that they can use a range of tools competently, safely and confidently. -Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. -Combine different movements with ease and fluency. -Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. -Develop overall body-strength, balance, co-ordination and agility. -Further develop and refine a range of ball skills -Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball -Develop the foundations of a handwriting style which is fast, accurate and efficient. -Further develop the skills they need to manage the school day successfully. | | | <p>ELG:</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. -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>PE (Get Set 4 PE)</p> | <p>Introduction to PE – Unit 2</p> | <p>Dance – Unit 2</p> | <p>Fundamentals – Unit 2</p> | <p>Gymnastics – Unit 2</p> | <p>Ball Skills – Unit 2</p> | <p>Games – Unit 2</p> | | |

Art (EAD)

| | | | | | | | | | |
|---|--|--|--|--|--|--|---|--|--|
| <p>Creating with Materials Being Imaginative and Expressive</p> | <ul style="list-style-type: none"> -Take part in simple pretend play, using an object to represent something else even though they are not similar. -Begin to develop complex stories using small world equipment -Make imaginative and complex 'small worlds' with blocks and construction kits -Explore different materials freely, to develop their ideas about how to use them and what to make. -Develop their own ideas and then decide which materials to use to express them. -Join different materials and explore different textures. -Create closed shapes with continuous lines and begin to use these shapes to represent objects. -Draw with increasing complexity and detail, such as representing a face with a circle and including details. -Use drawing to represent ideas -Show different emotions in their drawings and paintings -Explore colour and colour mixing. -Listen with increased attention to sounds. -Respond to what they have heard, expressing their thoughts and feelings. -Remember and sing entire songs. -Sing the pitch of a tone sung by another person ('pitch match'). -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. -Create their own songs or improvise a song around one they know. -Play instruments with increasing control to express their feelings and ideas. | | | <ul style="list-style-type: none"> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -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. -Sing in a group or on their own, increasingly matching the pitch and following the melody. -Develop storylines in their pretend play. -Explore and engage in music making and dance, performing solo or in groups. | | | <p>ELG:</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. -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. | | |
| | <p>Art (EAD) content is distributed across the units in the table above.</p> | | | | | | | | |

| | | | | | | |
|--|---|---|--|---|---|---|
| <p>Key Art/Artist</p> | <p>Picasso (portraits)</p>  | <p>Pissarro (landscapes)</p>  | <p>Jackson Pollock (abstract)</p>  | <p>Lowry and Hunderwasser (architecture)</p>  | <p>Van Gogh (still life)</p>  | <p>Degas and Andy Goldsworthy (movement and sculpture)</p>  |
| <p>Nursery Rhymes</p> | <ul style="list-style-type: none"> - Baa Baa Black Sheep - Diddle Diddle Dumpling - Hey Diddle Diddle - Hickory Dickory Dock - Georgie Porgie - One Finger, One Thumb | <ul style="list-style-type: none"> - Little Bo Peep - Little Jack Horner - Little Miss Muffet - One, Two, Buckle my Shoe - Star light, star bright - Twinkle, Twinkle | <ul style="list-style-type: none"> - It's raining, it's pouring - Jack and Jill - Old King Cole - Old Mother Hubbard - Rain, rain, go away - Sing a song of sixpence | <ul style="list-style-type: none"> - Tadpole - Little Blue Boy - Mary had a little Lamb - Mary, Mary, quite contrary - Old Macdonald had a farm - Polly Put the Kettle On | <ul style="list-style-type: none"> - Humpty dumpty - She'll be coming round the Mountain - The Grand Old Duke of York - Wind the Bobbin Up - London Bridge | <ul style="list-style-type: none"> - Jack be Nimble - Monday's Child - See Saw, Margery Daw - I Hear Thunder - If You're Happy and you Know It |
| <p>PSED</p> | | | | | | |
| | <ul style="list-style-type: none"> -Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. -Develop their sense of responsibility and membership of a community. -Become more outgoing with unfamiliar people, in the safe context of their setting. -Show more confidence in new social situations. -Play with one or more other children, extending and elaborating play ideas. -Find solutions to conflicts and rivalries. -Increasingly follow rules, understanding why they are important. -Remember rules without needing an adult to remind them. -Develop appropriate ways of being assertive. -Talk with others to solve conflicts. -Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. -Understand gradually how others might be feeling. -Be increasingly independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. -Make healthy choices about food, drink, activity and toothbrushing. | | <ul style="list-style-type: none"> -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 personal hygiene needs. - Know and talk about the different factors that support their overall health and wellbeing | | <p>ELG:</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. -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 -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. | |
| <p>RE (DiscoveryRE)</p> | <p>Special People</p> | <p>Christmas</p> | <p>Celebrations</p> | <p>Easter</p> | <p>Story Time</p> | <p>Special Places</p> |
| <p>PSHE (Jigsaw)</p> | <p>Being Me in My World</p> | <p>Celebrating Difference</p> | <p>Dreams and Goals</p> | <p>Healthy Me</p> | <p>Relationships</p> | <p>Changing Me</p> |
| <p>Communication and Language</p> | | | | | | |
| | <ul style="list-style-type: none"> -Enjoy listening to longer stories and can remember much of what happens. -Pay attention to more than one thing at a time, which can be difficult. -Use a wider range of vocabulary. -Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". -Understand 'why' questions -Sing a large repertoire of songs. -Know many rhymes, be able to talk about familiar books, and be able to tell a long story. | | <ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important. - Learn new vocabulary. -Use new vocabulary through the day -Ask questions to find out more and to check they understand what has been said to them. -Articulate their ideas and thoughts in well-formed sentences. -Connect one idea or action to another using a range of connectives. - Describe events in some detail. | | <p>ELG:</p> <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. | |

| | | | |
|------------------|---|---|---|
| | <ul style="list-style-type: none"> -Develop their communication but may continue to have problems with irregular tenses and plurals -Develop their pronunciation but may have problems saying some sounds/multi-syllabic words -Use longer sentences of four to six words. -Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. -Start a conversation with an adult or a friend and continue it for many turns. -Use talk to organise themselves and their play | <ul style="list-style-type: none"> -Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. -Develop social phrases. -Engage in storytimes. -Listen to and talk about stories to build familiarity and understanding. -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. - Listen carefully to rhymes and songs, paying attention to how they sound. - Learn rhymes, poems and songs. - Engage in non-fiction books. - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | <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 vocabulary from stories, non-fiction, rhymes and poems when appropriate -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. |
| Computing | | | |
| | <p>E-safety and sequencing</p> <p>To put things in the right order (sequence)</p> <p>To know what to do if I see something on the internet that makes me feel 'funny in my tummy'</p> <p>Digital Literacy</p> <p>To read an ebook</p> <p>To navigate an ebook</p> <p>To put words in the correct sequence so that they make sense</p> <p>Computing systems and networks</p> <p>To drag and drop objects in a game</p> <p>To type using a keyboard</p> <p>To use a mouse</p> <p>Music Algorithms</p> <p>To create a piece of music</p> <p>To write an algorithm</p> <p>To debug an algorithm</p> <p>To use a mouse or a touch screen</p> | <p>Algorithms</p> <p>To create an algorithm</p> <p>To debug an algorithm</p> <p>To follow algorithms</p> <p>To drag and drop objects using a mouse or touch screen</p> <p>Algorithms - Jam Sandwiches</p> <p>To create an algorithm</p> <p>To debug an algorithm</p> <p>To follow algorithms</p> <p>To create a sequence of instructions</p> <p>Data and information – Sorting</p> <p>To sort objects into groups</p> <p>To put objects in the correct order (sequence)</p> <p>To arrange objects in height order</p> | <p>Sequencing</p> <p>To drag and drop objects</p> <p>To count to 10</p> <p>To put the days of the week in order</p> <p>To read the days of the week</p> <p>Programming</p> <p>To move my bee around the screen using an algorithm</p> <p>To understand left and right</p> <p>To know what a quarter turn is (some may know 90°)</p> <p>To create a algorithm</p> <p>Data and information – Handling data</p> <p>To count to 20</p> <p>To keep accurate records</p> <p>To make my own pictogram</p> <p>To display information in a pictogram</p> <p>To read a pictogram and ask questions</p> |
| | | | |