



# Langley Mill Church of England Infant School and Nursery – Reception Long Term Plan 2023-24

	<b>Autumn 1</b> 4.9.23-27.10.23 (8wks)	<b>Autumn 2</b> 6.11.23-22.12.23 (7wks)	<b>Spring 3</b> 8.1.24-16.2.24 (6wks)	<b>Spring 4</b> 26.2.24-28.3.24 (6wks)	<b>Summer 5</b> 15.4.24-26.5.24 (6wks)	<b>Summer 6</b> 3.6.24-23.7.24 (7wks)						
<b>Topics</b>	<b>Fabulous Families</b>	<b>Helpful Heroes</b>	<b>Terrific Transport</b>	<b>Farmyard Fun</b>	<b>Fantastic Fresh Air</b>	<b>Coastal Capers</b>						
<b>Immersion</b>	<b>Family Festival (bring in photos, create family trees)</b>	<b>Community Visitors</b>	<b>Immersive role play-builders</b>	<b>Hatching Chicks</b>	<b>Wildlife Trust Tour Guide / Ranger</b>	<b>Seaside Day</b>						
<b>Additional Event(s)</b>	Autumn Equinox - 23.9.23	Bonfire Night - 5.11.23 Remembrance Day - 11.11.23 NSMW – WC 6.11.23 Winter Solstice - 22.12.23	Safer Internet Day - 6.2.24	Spring Equinox - 20.3.24 British Science Week – WC 8.3.24 Mother’s Day - 10.3.24	ACES Day - 1.5.24 IDAHBT - 24.5.24	Healthy Eating Week – WC 10.6.24 Empathy Day – June 2024 Summer Solstice - 20.6.24 Father’s Day - 16.6.24						
<b>Parent Partnership</b>	Parent consultations – WC 9.10.23 Harvest Festival - 26.10.23	Christmas Concert – WC 11.12.23		Parent consultations – WC 4.3.24 Easter Concert - 28.3.24 Mother’s day event -details to follow.		Written report - 12.7.24 Leavers’ Concert - 23.7.24						
<b>Reading / Book Event(s)</b>	Roald Dahl Day - 13.9.23 National Poetry Day - 5.10.23 National Libraries Week – WC 2.10.23	National Non-Fiction November (Bonfire Night, Remembrance, Winter, Christmas)	Winnie the Pooh Day - 18.1.24 Nat. Storytelling Week – WC 28.1.24 Int. Book Giving Day - 14.2.24	Tell a Fairy Tale Day - 26.2.24 World Book Day - 7.3.24 World Storytelling Day - 20.3.24 Int. Children’s Book Day - 2.4.24	National Share a Story month	Summer Reading Challenge						
<b>Key Texts</b>	<ol style="list-style-type: none"> <li>1. Head, shoulders, knees and toes</li> <li>2. 1 finger, 1 thumb.</li> <li>3. If you’re happy &amp; you know it.</li> <li>4. The finger family.</li> <li>5. Hokey Cokey.</li> <li>6. I love you, you love me.</li> <li>7. Gonna build a house.</li> <li>8. Autumn song for concert</li> </ol>	<ol style="list-style-type: none"> <li>1. The Family Book- Todd Parr</li> <li>2. My Mum &amp; Dad make me Laugh- Nick Sharratt</li> <li>3. Owl Babies- Martin Waddall</li> <li>4. In Every house on Every Street- Jess Hitchman</li> <li>5. Peace at Last- Jill Murphy</li> <li>6. Three Little Pigs- Dave- Sue Hendra</li> <li>8. Autumn- We’re going on a leaf hunt- Steve Metzger</li> </ol>	<ol style="list-style-type: none"> <li>1. Early years song- people who help.</li> <li>2. Miss Polly</li> <li>3. Superhero song</li> <li>4. 5 little fireman</li> <li>5. Twinkle, Twinkle Christmas star</li> <li>6. I’m a little snowman</li> <li>7. Away in a manger (plus extra xmas songs for play).</li> </ol>	<ol style="list-style-type: none"> <li>1. Clothesline clues to jobs people do- Kathryn Heling</li> <li>2. A superhero like you – Ranj Singh</li> <li>3. Busy People Range - Lucy George (Non-fiction)</li> <li>4. Ambulance, Ambulance- Sally Sutton</li> <li>5. When you’re fast asleep- Peter Arrhenius</li> <li>6. Nativity</li> <li>7. Xmas Play</li> </ol>	<ol style="list-style-type: none"> <li>1. Wheels on the bus</li> <li>2. Driving in my car</li> <li>3. Riding along on a big red tractor</li> <li>4. The journey home from Grandpa’s</li> <li>5. We all go travelling by</li> <li>6. Down at the Station</li> </ol>	<ol style="list-style-type: none"> <li>1. The Bus is for us- Micheal Rosen</li> <li>2. Mr Gumpy’s Outing- John Burningham</li> <li>3. The magic train ride- Sally Crabtree</li> <li>4. Whatever next- Jill Murphy</li> <li>5. Emma Jane’s Aeroplane – Katie Howarth</li> <li>6. Duck in a Truck- Jez Alborough</li> </ol>	<ol style="list-style-type: none"> <li>1. Old MacDonald</li> <li>2. Dingle Dangle Scarecrow</li> <li>3. Baa Baa Black Sheep</li> <li>4. Sleeping Bunnies</li> <li>5. Hoesy Horsey</li> <li>6. Chick, chick, chick, chicken.</li> </ol>	<ol style="list-style-type: none"> <li>1. Farmyard hullabaloo- Giles Andrea</li> <li>2. What the Ladybird Heard- Julia Donaldson</li> <li>3. Rosie’s Walk- Pat Hutchins</li> <li>4. Billy Goats Gruff</li> <li>5. How does an egg hatch? Eric Carle</li> <li>6. Non-fiction chicks</li> </ol>	<ol style="list-style-type: none"> <li>1. Here we go around the mulberry bush</li> <li>2. There’s a tiny caterpillar</li> <li>3. I can sing a rainbow</li> <li>4. Incy wincy spider</li> <li>5. Wiggly worm at the bottom of the garden</li> <li>6. My little sunshine</li> </ol>	<ol style="list-style-type: none"> <li>1. Love our Earth- Jane Cabrera</li> <li>2. Tree full of wonder- Anna Smithers</li> <li>3. There’s a Tiger in my Garden- Lizzy Stewert</li> <li>4. Let’s go for a walk – Ranger Hamza</li> <li>5. The enormous watermelon</li> <li>6. My Shadow – Robert Louis Stevenson</li> </ol>	<ol style="list-style-type: none"> <li>1. Sailor went to sea sea sea</li> <li>2. Row, row, row your boat</li> <li>3. The Sun has got his hat on</li> <li>4. 1, 2, 3, 4, 5, once I caught a fish alive</li> <li>5. Hole in the bottom of the sea</li> <li>6. Over the deep blue sea</li> <li>7. Summer Holidays</li> </ol>	<ol style="list-style-type: none"> <li>1. What the ladybird heard at the seaside- Julia Donaldson</li> <li>2. The storm whale- Benji Davis</li> <li>3. Snail and the Whale- Julia Donaldson</li> <li>4. Somebody Swallowed Stanley- Sarah Roberts</li> <li>5. Pirates love Underpants</li> <li>6. The pirates are coming- John Condon</li> <li>7. Transition and summer activities</li> </ol>
<b>Communication and Language</b>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Learn new vocabulary</li> <li>• Use complete sentences in everyday talk</li> <li>• Develop social phrases e.g. daily routines</li> <li>• Engage in story times</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>• Engage in non-fiction books</li> </ul>		<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them – who, where, when?</li> <li>• Use new vocabulary and sentence starters</li> <li>• Describe events in some details</li> <li>• Listen to and talk about stories to build familiarity and understanding</li> <li>• Learn rhymes, poems and songs</li> <li>• Listen to and talk about selected non-fiction</li> </ul>		<ul style="list-style-type: none"> <li>• Ask questions to find out more and to check they understand what has been said to them – why, how do you know?</li> <li>• Use new vocabulary in different contexts</li> <li>• Connect one idea or action to another using a range of connectives</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen</li> <li>• Retell stories, some as exact repetition and some in their own words</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>							
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual – history, likes, dislikes, family members, history and culture</li> <li>• Listen to each other as well as the staff and follow simple instructions</li> <li>• Identify and describe a range of feelings</li> <li>• Recognise personal achievements</li> <li>• Use strategies for staying calm when frustrated, know why we take turns, wait politely, tidy up, etc</li> <li>• Use stories to think about how different characters deal with challenges</li> <li>• Manage own personal hygiene needs (hand washing/toileting)</li> </ul>		<ul style="list-style-type: none"> <li>• See themselves as a valuable individual – interests</li> <li>• Share and cooperate with friends and other peers and listen to instructions with two or more parts</li> <li>• Say how others are feeling based on their expressions and actions</li> <li>• Reflect and self-evaluate own work and share with others</li> <li>• Think about own and others’ feelings and give examples</li> <li>• Use stories to think about how different characters deal with and overcome challenges</li> <li>• Know and talk about the different factors that support health and well-being – sensible amounts of screen time, safe travel in their local environment</li> </ul>		<ul style="list-style-type: none"> <li>• See themselves as a valuable individual – history and personal experiences</li> <li>• Help, listen to and support each other and follow more complex instructions</li> <li>• Talk about their opinions and show understanding of the feelings of others</li> <li>• Develop problem solving skills, recognise that mistakes are an important part of learning, set and achieve own goals</li> <li>• Recognise when behaviour is not acceptable and why it is important to respect rules and behave correctly towards others</li> <li>• Explain to others how they thought about a problems or an emotion and how they dealt with it</li> <li>• Know and talk about the different factors that support health and well-being – regular physical activity, healthy eating, toothbrushing, good sleep routine</li> </ul>							

<b>Spiritual, Moral, Social and Cultural</b>  <b>SMSC</b>	<ul style="list-style-type: none"> <li>Black History Month (October)</li> </ul>	<ul style="list-style-type: none"> <li>Children In Need</li> <li>Anti-bullying week</li> </ul>	<ul style="list-style-type: none"> <li>Children's Mental Health week</li> </ul>	<ul style="list-style-type: none"> <li>International Women Day</li> </ul>	<ul style="list-style-type: none"> <li>Earth Day</li> </ul>	<ul style="list-style-type: none"> <li>World Ocean Day</li> </ul>
<b>British Values</b>	<ul style="list-style-type: none"> <li>Rule of Law</li> </ul>	<ul style="list-style-type: none"> <li>Democracy</li> </ul>	<ul style="list-style-type: none"> <li>Tolerance</li> </ul>	<ul style="list-style-type: none"> <li>Mutual Respect</li> </ul>	<ul style="list-style-type: none"> <li>Individual Liberty</li> </ul>	<ul style="list-style-type: none"> <li>Revisit and Reinforce all British Values</li> </ul>
<b>Physical Development</b>	<b>Gross Motor:</b> <ul style="list-style-type: none"> <li>DTF PE: Striking and Fielding</li> <li>DTF: Gymnastics lesson 1</li> <li>Dance Let's Move: Autumn (3)</li> </ul>	<b>Gross Motor:</b> <ul style="list-style-type: none"> <li>DTF PE: Invasion Games</li> <li>DFE: Gymnastics lesson 2</li> <li>Dance Let's Move: People who help us (2)</li> </ul>	<b>Gross Motor:</b> <ul style="list-style-type: none"> <li>DTF PE: HRF Dodgeball</li> <li>DTF: Gymnastics lesson 3</li> <li>Dance Let's Move: Winter Wonderland (4)</li> </ul>	<b>Gross Motor:</b> <ul style="list-style-type: none"> <li>DTF PE: Net Games</li> <li>DTF: Gymnastics lesson 4</li> <li>Dance Let's Move: Opposites (Spring) (2)</li> </ul>	<b>Gross Motor:</b> <ul style="list-style-type: none"> <li>DTF PE: FUNdamental Football</li> <li>DTF: Gymnastics lesson 5</li> <li>Dance Let's Move: Minibeasts (3)</li> </ul>	<b>Gross Motor:</b> <ul style="list-style-type: none"> <li>DTF PE: Athletics</li> <li>DTF: Gymnastics lesson 6</li> <li>Dance Let's Move: Under the sea (2)</li> </ul>
	<b>Fine Motor:</b> <ul style="list-style-type: none"> <li>Squiggle While You Wiggle and Funky Fingers <ul style="list-style-type: none"> <li>Show good pencil control when mark making and drawing</li> <li>Use cutlery and other one-handed equipment</li> </ul> </li> </ul>		<b>Fine Motor:</b> <ul style="list-style-type: none"> <li>Dough Disco &amp; Funky Fingers <ul style="list-style-type: none"> <li>Sit at a table to write</li> <li>Hold a pencil in tripod grip</li> <li>Use scissors</li> </ul> </li> </ul>		<b>Fine Motor:</b> <ul style="list-style-type: none"> <li>Twinkl Handwriting <ul style="list-style-type: none"> <li>Effective tripod pencil grip</li> <li>Use a range of tools e.g. pencils, paintbrushes</li> <li>Draw with accuracy</li> </ul> </li> </ul>	

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
<b>Topics</b>	<b>Fabulous Families</b>	<b>Helpful Heroes</b>	<b>Terrific Transport</b>	<b>Farmyard Fun</b>	<b>Fantastic Fresh Air</b>	<b>Coastal Capers</b>
<b>Literacy - Writing</b>	<ul style="list-style-type: none"> <li>Form <b>some</b> lower-case and capital letters correctly</li> <li>Spell CVC/CVCC words (all initial sounds plus ll, ss, ff, zz)</li> <li>Spell some sight words (is, a, the, I, for, of, are, he, was, said, all, we)</li> <li>Write labels</li> <li>Start to write simple captions</li> <li>Say a complete sentence orally</li> </ul>		<ul style="list-style-type: none"> <li>Form <b>most</b> lower-case and capital letters correctly using a tripod grip</li> <li>Spell CVC/CCVC/CVCC words (sh, ch, th, qu, ck, wh)</li> <li>Spell more sight words (come, some, to, his, she, their, there, these, what, where, who)</li> <li>Write captions</li> <li>Write short sentences, starting to use finger spaces between words</li> <li>Read sentences back</li> </ul>		<ul style="list-style-type: none"> <li>Form <b>most</b> lower-case and capital letters correctly with a <b>strong</b> tripod grip</li> <li>Spell words with the same sound/different spelling (ai/ay/ea/a-e and e/ea/ee/y)</li> <li>Ensure spelling of all sight words</li> <li>Write sentences that can be read by self and others</li> <li>Re-read own writing to check it makes sense</li> </ul>	
<b>Literacy – Reading Phonics</b>	Sounds-Write: 1-4	Sounds-Write: 5-7	Sounds-Write: 8-11	Sounds-Write: 9- 11	Sounds write :11 consolidation	Sounds write: IC 11-EC2
<b>Literacy – Reading Comprehension</b>	<ul style="list-style-type: none"> <li>Retell key events in stories</li> <li>Say what has happened in stories so far</li> <li>Start to recall facts from non-fiction</li> </ul>		<ul style="list-style-type: none"> <li>Describe key events in stories in detail</li> <li>Say what might happen next in stories</li> <li>Recall facts from non-fiction</li> </ul>		<ul style="list-style-type: none"> <li>Retell simple stories</li> <li>Say what might happen next in stories, giving reasons</li> <li>Recall facts from a range of information sources</li> </ul>	
<b>Mathematics</b>	<ul style="list-style-type: none"> <li><b>Each topic for mathematics has learning opportunities within it for number and numerical patterns and measure, shape and spatial thinking</b></li> </ul>					
	<b>White Rose Maths</b> <ul style="list-style-type: none"> <li>Getting to know you</li> <li>Match, sort and compare</li> <li>Talk about patterns</li> <li>It's me-1,2,3</li> </ul>	<b>White Rose Maths</b> <ul style="list-style-type: none"> <li>Circles and triangles</li> <li>1,2,3,4,5</li> <li>Shapes with 4 sides</li> </ul>	<b>White Rose Maths</b> <ul style="list-style-type: none"> <li>Alive in 5</li> <li>Mass and capacity</li> <li>Growing 6,7,8</li> <li>Length height and time wk1</li> </ul>	<b>White Rose Maths</b> <ul style="list-style-type: none"> <li>Length height and time wk2</li> <li>Building 9 and 10</li> <li>Explore 3D shapes</li> </ul>	<b>White Rose Maths</b> <ul style="list-style-type: none"> <li>To 20 and beyond</li> <li>How many now?</li> <li>Manipulate, compose and decompose</li> <li>Sharing and grouping wk1</li> </ul>	<b>White Rose Maths</b> <ul style="list-style-type: none"> <li>Sharing and grouping wk2</li> <li>Visualise build and map</li> <li>Make connections and consolidate</li> </ul>
<b>Understanding the World</b>	<ul style="list-style-type: none"> <li>Talk about members of immediate family – share pictures, use books to show there are many different families</li> <li>Name and describe people who are familiar to them – family members</li> <li>Comment on images of familiar situations in the past – family photos / homes / family time lines</li> <li>Draw information from a simple map – what road, village, etc is your house on/in? Look at aerial photographs of Langley Mill – can you find the school/your house?</li> <li>Recognise some similarities and differences between life in this country and life in other countries - read stories, watch videos and look at pictures about families around the world and compare to own families</li> </ul>	<ul style="list-style-type: none"> <li>Talk about members of the local community</li> <li>Name and describe people who are familiar to them - community figures</li> <li>Compare and contrast characters from stories related to people who help us / jobs</li> <li>Understand some places are special to members of their community – Where do people who help us work? What is special about these buildings?</li> <li>Explore the natural world around them – sing songs and join in with rhymes and poems about <b>autumn</b></li> <li>Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in <b>autumn</b></li> <li>Recognise that people have different beliefs and celebrate special times in different ways - <b>Christmas</b></li> </ul>	<ul style="list-style-type: none"> <li>Comment on images of familiar situations in the past – transport now and then / timelines</li> <li>Compare and contrast characters from stories e.g. Fireman Sam, Bob the Builder</li> <li>Compare and contrast characters from stories, including figures from the past – explore the history of travel / transport e.g. Montgolfier brothers' hot air balloon flight, the invention of steam trains and motor cars, the space race. Explore one in depth e.g. bicycle.</li> <li>Explore the natural world around them – sing songs and join in with rhymes and poems about <b>winter</b></li> <li>Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in <b>winter</b></li> <li>Recognise some similarities and differences between life in this country and life in other countries – What transport is used around the world and why?</li> </ul>	<ul style="list-style-type: none"> <li>Draw information from a simple map – aerial photos of different farms / compare to Langley Mill</li> <li>Draw information from a simple map - create a map for Rosie's Walk</li> <li>Explore the natural world around them – observe animal life cycles e.g. chicks hatching / tadpoles in pond</li> <li>Recognise some environments that are different from the one in which they live – urban / rural</li> <li>Explore the natural world around them – sing songs and join in with rhymes and poems about <b>spring</b></li> <li>Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in <b>spring</b></li> <li>Recognise that people have different beliefs and celebrate special times in different ways - <b>Easter</b></li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them – use all senses to explore the outdoor environment</li> <li>Explore the natural world around them – observe and draw pictures of the natural world, including animals and plants</li> <li>Describe what they see, hear and feel whilst outside – look at natural / man made in the outdoor areas, focus on nature, comment on animals and plants they see, describe some familiar plants and animals</li> <li>Explore the natural world around them – discuss how we care for plants and animals</li> <li>Explore the natural world around them - observe and interact with natural processes e.g. shadows</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some similarities and differences between life in this country and life in other countries – compare a typical UK seaside to a contrasting seaside abroad</li> <li>Explore the natural world around them – how do we look after the beaches and seas? Focus on sea pollution / recycling</li> <li>Recognise some environments that are different from the one in which they live – compare and contrast inland and seaside locations</li> <li>Comment on images of familiar situations in the past – seaside now and then</li> <li>Explore the natural world around them – sing songs and join in with rhymes and poems about <b>summer</b></li> <li>Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in <b>summer</b></li> </ul>
<b>Religious Education*</b>	AS F2 - Which people are special and why?  AS F5 - Where do we belong?	UC F2 - Why do Christians perform nativity plays at Christmas?	UC F1 - Why is the word 'God' so important to Christians?	UC F3 - Why do Christians put a cross in an Easter garden?	AS F3 - Which places are special and why?  AS F6 - What is special about our world and why?	AS F1 - Which stories are special and why?  AS F4 - Which times are special and why?
<b>Christian celebration</b>	Harvest	Christmas	Epiphany	Lent and Easter	Ascension	Trinity
<b>Other Religious Celebrations</b>	Sukkot (Judaism)	Diwali (Hinduism)	World Religion Day	Vaisakhi (Sikhism)	Vesak (Buddhism)	Al-Hijra (Islamic)
<b>Expressive Arts and Design</b>	<b>DRAWING</b> Look at portraits by a range of famous artists. Draw self / family portraits	<b>PAINTING</b> Look at portraits of a range of heroes such as firefighters. Paint portraits of local community heroes	<b>PRINTING</b> Use different printing resources to create pictures of transport e.g. 3D shapes	<b>3D / SCULPTURE</b> Use a variety of materials (including dough) and joining techniques to build models of farms and farm animals	<b>COLLAGE</b> Use natural materials to create collaborative transient art (Goldsworthy)	<b>PAINTING:</b> Mix colours to produce seaside pictures (Alfred Wallis)



Charanga: Me

Charanga: My stories

Charanga: Everyone

Charanga: Our world

Charanga: Big bear funk

Charanga: Reflect, rewind and replay

**NOTE:** Red = discrete programmes & units of work / RE\* Red is Statutory(AS) / Blue is complementary(US)