



Langley Mill Church of England Infant School and Nursery – Reception Long Term Plan 2024-25

	Autumn 1 4.9.23-27.10.23 (8wks)		Autumn 2 6.11.23-22.12.23 (7wks)		Spring 3 8.1.24-16.2.24 (6wks)		Spring 4 26.2.24-28.3.24 (6wks)		Summer 5 15.4.24-26.5.24 (6wks)		Summer 6 3.6.24-23.7.24 (7wks)	
Topics	What makes me special?		Are you a Superhero?		Where is Winter?		Who lives in an egg?		What is down the garden?		Are we there yet?	
Immersion	Family Festival (bring in photos, create family trees)		Community Visitors		Immersive role play-builders		Hatching Chicks		Wildlife Trust Tour Guide / Ranger		Seaside Day	
Additional Event(s)	Recycling Week WC 14.10.24 Autumn Equinox 22.9.24		Bonfire Night 5.11.24 Remembrance Day 11.11.24 AB Week - WC 11.11.24 Odd Socks Day 12.11.24 inc. CIN 15.11.24 Winter Solstice 21.12.24		NSPCC Number Day - 7.2.25 Safer Internet Day - 11.2.25		Shrove Tuesday - 4.4.25 Ash Wednesday - 5.4.25 World Book Day - 7.3.25 British Science Week - WC 7.3.25 Spring Equinox - 20.3.25 Mother's Day - 30.3.25		ACES Day - 7.5.25 IDAHOBIT - 17.5.25		Empathy Day - 6.6.25 Healthy Eating Week - WC 9.6.25 Father's Day - 15.6.5 Summer Solstice - 21.6.25	
Parent Partnership	Parent consultations – October 15 th & 16 th Harvest Festival Concert		Christmas Concert		Parent consultations		Easter Concert Mother's Day Event		Woodland activity		Father's Day Event End of year written report Leavers' Concert and Family Picnic	
Reading / Book Event(s)	Roald Dahl Day - 13.9.24 National Poetry Day - 3.10.24 National Libraries Week – WC 7.10.24		National Non-Fiction November		Winnie the Pooh Day - 18.1.25 Nat. Storytelling Week - WC 30.1.25 Int. Book Giving Day - 14.2.25		Tell a Fairy Tale Day - 26.2.25 World Book Day - 7.3.25 World Storytelling Day - 20.3.25		National Share a Story month – May 2025		Summer Reading Challenge	
Key Texts	1. Head, shoulders, knees and toes 2. 1 finger, 1 thumb. 3. If you're happy & you know it. 4. I've got a body 5. The finger family 6. I love you, you love me. 7. All are welcome/the same but different 8. Autumn song for concert You choose	1. I am too absolutely too small for school 2.What I like about me! 3.This is me! 4.Boris' Body 5. A handful of buttons 6. The Family Book-Todd Parr 7. The little red hen 8. Autumn-We're going on a leaf hunt-Steve Metzger T4W – Ugly duckling	1. 2. Miss Polly 3. Superhero song 4. 5 little fireman 5. when santa got stuck up the chimney 6. Twinkle, Twinkle Christmas star 7. Jingle Bells (plus extra xmas songs for play).	1. Super tato 2. Ten Rules of Being a Superhero - Deb Pilutti. 3. Real superheroes 4. You can't call an Elephant in 5.A superhero like you 6. the busy nativity 7. Dream snow eric carle Superworm Junk DNA	1. Wheels on the bus 2. Driving in my car 3. Riding along on a big red tractor 4. The journey home from Grandpa's 5. We all go travelling by 6. Down at the Station	1. I love the seasons: Winter 2. The great explorer 3. Percy the post penguin 4. My Grandmas magic recipe 5. Meet the weather 6. How to catch a snowman T4W text Polar bear Polar bear what do you hear?	1. Dinosaurs go STOMP 2. Sleeping Bunnies 3. Baa Baa Black Sheep 4. Dingle Dangle Scarecrow 5.Old McDonald 6. Chick, chick, chick, chicken.	1.How to look after your pet dinosaur 2.Not that PET! 3. What the ladybird heard 4. Farmyard Hullabloo 5.Three Little Pigs 6. Non-fiction chick book The train ride	1. Here we go around the mulberry bush 2. There's a tiny caterpillar 3. I can sing a rainbow 4. Incy wincy spider 5. Wiggly worm at the bottom of the garden 6. My little sunshine	1. The enormous turnip 2. Over in the meadow EXTRA – Mad about minibeasts 3. Jack and the beanstalk 4. Tree full of wonder- Anna Smithers 5. There's a Tiger in my Garden-Lizzy Stewert 6. My Shadow – Robert Louis Stevenson Planting a rainbow The visitors – A&C & English	1. Sailor went to sea sea sea 2. Row, row, row your boat 3. The Sun has got his hat on 4. 1, 2, 3, 4, 5, once I caught a fish alive 5. Hole in the bottom of the sea 6. Over the deep blue sea 7. Summer Holidays	1.We all go travelling by. 2. Maisy goes on holiday 3. Snail and the Whale- Julia Donaldson 4. Somebody Swallowed Stanley- Sarah Roberts 5. Pirate pete and his smelly feet OR Pirates love underpants 6. I can eat a rainbow (healthy eating week) 7. English - My friend whale CAR SAFETY
Communication and Language	<ul style="list-style-type: none"> Understand how to listen carefully and why listening is important Learn new vocabulary Use complete sentences in everyday talk Develop social phrases e.g. daily routines Engage in story times Listen carefully to rhymes and songs, paying attention to how they sound Engage in non-fiction books 				<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them – who, where, when? Use new vocabulary and sentence starters Describe events in some details Listen to and talk about stories to build familiarity and understanding Learn rhymes, poems and songs Listen to and talk about selected non-fiction 				<ul style="list-style-type: none"> Ask questions to find out more and to check they understand what has been said to them – why, how do you know? Use new vocabulary in different contexts Connect one idea or action to another using a range of connectives Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen Retell stories, some as exact repetition and some in their own words Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 			

Personal, Social and Emotional Development	<ul style="list-style-type: none"> • See themselves as a valuable individual – history, likes, dislikes, family members, history and culture • Listen to each other as well as the staff and follow simple instructions • Identify and describe a range of feelings • Recognise personal achievements • Use strategies for staying calm when frustrated, know why we take turns, wait politely, tidy up, etc • Use stories to think about how different characters deal with challenges • Manage own personal hygiene needs (hand washing/toileting) 		<ul style="list-style-type: none"> • See themselves as a valuable individual – interests • Share and cooperate with friends and other peers and listen to instructions with two or more parts • Say how others are feeling based on their expressions and actions • Reflect and self-evaluate own work and share with others • Think about own and others’ feelings and give examples • Use stories to think about how different characters deal with and overcome challenges • Know and talk about the different factors that support health and well-being – sensible amounts of screen time, safe travel in their local environment 		<ul style="list-style-type: none"> • See themselves as a valuable individual – history and personal experiences • Help, listen to and support each other and follow more complex instructions • Talk about their opinions and show understanding of the feelings of others • Develop problem solving skills, recognise that mistakes are an important part of learning, set and achieve own goals • Recognise when behaviour is not acceptable and why it is important to respect rules and behave correctly towards others • Explain to others how they thought about a problems or an emotion and how they dealt with it • Know and talk about the different factors that support health and well-being – regular physical activity, healthy eating, toothbrushing, good sleep routine 	
Spiritual, Moral, Social and Cultural SMSC	<ul style="list-style-type: none"> • Black History Month (October) 	<ul style="list-style-type: none"> • Children In Need • Anti-bullying week 	<ul style="list-style-type: none"> • Children’s Mental Health week 	<ul style="list-style-type: none"> • International Women Day 	<ul style="list-style-type: none"> • Earth Day 	<ul style="list-style-type: none"> • World Ocean Day
British Values	<ul style="list-style-type: none"> • Rule of Law 	<ul style="list-style-type: none"> • Democracy 	<ul style="list-style-type: none"> • Tolerance 	<ul style="list-style-type: none"> • Mutual Respect 	<ul style="list-style-type: none"> • Individual Liberty 	<ul style="list-style-type: none"> • Revisit and Reinforce all British Values
Physical Development	Gross Motor: <ul style="list-style-type: none"> • DTF PE: Striking and Fielding • DTF: Gymnastics lesson 1 • Dance Let’s Move: Autumn (3) 	Gross Motor: <ul style="list-style-type: none"> • DTF PE: Invasion Games • DFE: Gymnastics lesson 2 • Dance Let’s Move: People who help us (2) 	Gross Motor: <ul style="list-style-type: none"> • DTF PE: HRF Dodgeball • DTF: Gymnastics lesson 3 • Dance Let’s Move: Winter Wonderland (4) 	Gross Motor: <ul style="list-style-type: none"> • DTF PE: Net Games • DTF: Gymnastics lesson 4 • Dance Let’s Move: Opposites (Spring) (2) 	Gross Motor: <ul style="list-style-type: none"> • DTF PE: FUNDamental Football • DTF: Gymnastics lesson 5 • Dance Let’s Move: Minibeasts (3) 	Gross Motor: <ul style="list-style-type: none"> • DTF PE: Athletics • DTF: Gymnastics lesson 6 • Dance Let’s Move: Under the sea (2)
	Fine Motor: <ul style="list-style-type: none"> • Squiggle While You Wiggle and Funky Fingers <ul style="list-style-type: none"> ➢ Show good pencil control when mark making and drawing ➢ Use cutlery and other one-handed equipment 		Fine Motor: <ul style="list-style-type: none"> • Dough Disco & Funky Fingers <ul style="list-style-type: none"> ➢ Sit at a table to write ➢ Hold a pencil in tripod grip ➢ Use scissors 		Fine Motor: <ul style="list-style-type: none"> • Twinkl Handwriting <ul style="list-style-type: none"> ➢ Effective tripod pencil grip ➢ Use a range of tools e.g. pencils, paintbrushes ➢ Draw with accuracy 	

	Autumn 1	Autumn 2	Spring 3	Spring 4	Summer 5	Summer 6
Topics	What makes me special?	Are you a Superhero?	Where is Winter?	Who lives in an egg?	What is down the garden?	Are we there yet?
Literacy - Writing	<ul style="list-style-type: none"> Form some lower-case and capital letters correctly Spell CVC/CVCC words (all initial sounds plus ll, ss, ff, zz) Spell some sight words (is, a, the, I, for, of, are, he, was, said, all, we) Write labels Start to write simple captions Say a complete sentence orally 		<ul style="list-style-type: none"> Form most lower-case and capital letters correctly using a tripod grip Spell CVC/CCVC/CVCC words (sh, ch, th, qu, ck, wh) Spell more sight words (come, some, to, his, she, their, there, these, what, where, who) Write captions Write short sentences, starting to use finger spaces between words Read sentences back 		<ul style="list-style-type: none"> Form most lower-case and capital letters correctly with a strong tripod grip Spell words with the same sound/different spelling (ai/ay/ea/a-e and e/ea/ee/y) Ensure spelling of all sight words Write sentences that can be read by self and others Re-read own writing to check it makes sense 	
Literacy – Reading Phonics	Little Wandle Phase 2	Little Wandle Phase 2	Little Wandle Phase 3	Little Wandle Phase 3	Little Wandle Phase 4	Little Wandle Phase 4
Literacy – Reading Comprehension	<ul style="list-style-type: none"> Retell key events in stories Say what has happened in stories so far Start to recall facts from non-fiction 		<ul style="list-style-type: none"> Describe key events in stories in detail Say what might happen next in stories Recall facts from non-fiction 		<ul style="list-style-type: none"> Retell simple stories Say what might happen next in stories, giving reasons Recall facts from a range of information sources 	
Mathematics	<ul style="list-style-type: none"> Each topic for mathematics has learning opportunities within it for number and numerical patterns and measure, shape and spatial thinking 					
	White Rose Maths <ul style="list-style-type: none"> Getting to know you Match, sort and compare Talk about patterns It's me-1,2,3 	White Rose Maths <ul style="list-style-type: none"> Circles and triangles 1,2,3,4,5 Shapes with 4 sides 	White Rose Maths <ul style="list-style-type: none"> Alive in 5 Mass and capacity Growing 6,7,8 Length height and time wk1 	White Rose Maths <ul style="list-style-type: none"> Length height and time wk2 Building 9 and 10 Explore 3D shapes 	White Rose Maths <ul style="list-style-type: none"> To 20 and beyond How many now? Manipulate, compose and decompose Sharing and grouping wk1 	White Rose Maths <ul style="list-style-type: none"> Sharing and grouping wk2 Visualise build and map Make connections and consolidate
Understanding the World	<ul style="list-style-type: none"> Talk about members of immediate family – share pictures, use books to show there are many different families Name and describe people who are familiar to them – family members Comment on images of familiar situations in the past – family photos / homes / family time lines 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? 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 	<ul style="list-style-type: none"> Talk about members of the local community Name and describe people who are familiar to them - community figures Compare and contrast characters from stories related to people who help us / jobs Understand some places are special to members of their community – Where do people who help us work? What is special about these buildings? Explore the natural world around them – sing songs and join in with rhymes and poems about autumn Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in autumn Recognise that people have different beliefs and celebrate special times in different ways - Christmas 	<ul style="list-style-type: none"> Comment on images of familiar situations in the past – transport now and then / timelines Compare and contrast characters from stories e.g. Fireman Sam, Bob the Builder Explore the natural world around them – sing songs and join in with rhymes and poems about winter Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in winter Recognise some environments that are different from the one in which they live – compare and contrast different countries and their qualities. Recognise some similarities and differences between life in this country and life in other countries -comparing hot and cold countries including discussion of equator. -What transport is used around the world and why? 	<ul style="list-style-type: none"> Draw information from a simple map – aerial photos of different farms / compare to Langley Mill Draw information from a simple map - create a map for Rosie's Walk or What the ladybird heard. Explore the natural world around them – observe animal life cycles e.g. chicks hatching / tadpoles in pond Recognise some environments that are different from the one in which they live – urban / rural Explore the natural world around them – sing songs and join in with rhymes and poems about spring Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in spring Recognise that people have different beliefs and celebrate special times in different ways - Easter 	<ul style="list-style-type: none"> Explore the natural world around them – use all senses to explore the outdoor environment Explore the natural world around them – observe and draw pictures of the natural world, including animals and plants 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 Explore the natural world around them – discuss how we care for plants and animals Explore the natural world around them - observe and interact with natural processes e.g. shadows 	<ul style="list-style-type: none"> Draw information from a simple map – Pirates 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 Explore the natural world around them – how do we look after the beaches and seas? Focus on sea pollution / recycling Recognise some environments that are different from the one in which they live – compare and contrast inland and seaside locations Comment on images of familiar situations in the past – seaside now and then Explore the natural world around them – sing songs and join in with rhymes and poems about summer Understand the effect of the changing seasons around them – weather, seasonal features, changing seasons and animal behaviour in summer 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.(W1)
Religious Education*	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?
Christian celebration	Harvest	Christmas	Epiphany	Lent and Easter	Ascension	Trinity

Other Religious Celebrations	Sukkot (Judaism)	Diwali (Hinduism)	World Religion Day	Vaisakhi (Sikhism)	Vesak (Buddhism)	Al-Hijra (Islamic)
Expressive Arts and Design	<p>DRAWING Look at portraits by a range of famous artists. Draw self / family portraits</p> <p>Charanga: Me</p>	<p>PAINTING Look at portraits of a range of heroes such as firefighters. Paint portraits of local community heroes</p> <p>Charanga: My stories</p>	<p>PRINTING Use different printing resources to create pictures of transport e.g. 3D shapes</p> <p>Charanga: Everyone</p>	<p>3D / SCULPTURE Use a variety of materials (including dough) and joining techniques to build models of farms and farm animals</p> <p>Charanga: Our world</p>	<p>COLLAGE Use natural materials to create collaborative transient art (Goldsworthy)</p> <p>Charanga: Big bear funk</p>	<p>PAINTING: Mix colours to produce seaside pictures (Alfred Wallis)</p> <p>Charanga: Reflect, rewind and replay</p>
<p>NOTE: Red = discrete programmes & units of work / RE* Red is Statutory(AS) / Blue is complementary(US)</p>						