

Long Term Objectives - Termly Map 2023-2024 – Reception

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Celebrations and Festivals	-Black History Month -World Space Week -Halloween	-Diwali -Bonfire Night -Remembrance Day -Children in Need -Odd Socks Day -Christmas	-Chinese New Year -Valentine’s Day -Holi	-Pancake Day -World Book Day -Nowruz (Iranian New Year) -Mother’s Day -Easter	-The Queen’s Jubilee -Oral Hygiene Week	-Father’s Day -Healthy Eating Week
Possible WOW experiences: HOOK	Getting to know each other – Family photos	Bear Hunt	Chinese New Year -Chinese Dragon Dance -Chinese Feast	-Chicks in Class? -Trip to Farm?	-Mini beast hunt -Butterflies in class -Ugly Bug Ball -Woodland Picnic -Growing Plants	-Pirate Day -Trip to the beach?
Parent Workshops & Events	Phonics and Early Reading workshop	-Christmas Production -Parents Evening -Reports	-Story telling sessions	-Messy Morning -Parents Evening -Reports	-Supporting Early Mathematical skills Workshop	-Parents Evening -Reports
Literacy	<p>Reading: Initial sounds, oral blending, CVC sounds, reciting know stories, listening to stories with attention and recall. Help children to read the sounds speedily. This will make sound-blending easier Listen to children read aloud, ensuring books are consistent with their developing phonic knowledge</p> <p>Writing: Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists,</p>	<p>Reading: Blending CVC sounds, rhyming, alliteration, knows that print is read from left to right. Spotting diagraphs in words. Show children how to touch each finger as they say each sound. For exception words such as ‘the’ and ‘said’, help children identify the sound that is tricky to spell.</p> <p>Writing: Name writing, labelling using initial sounds, story scribing. Retelling stories in</p>	<p>Differentiated groups Reading: Rhyming strings, common theme in traditional tales, identifying characters and settings. Help children to become familiar with letter groups, such as ‘th’, ‘sh’, ‘ch’, ‘ee’ ‘or’ ‘igh’. Provide opportunities for children to read words containing familiar letter groups: ‘that’, ‘shop’, ‘chin’, ‘feet’, ‘storm’, ‘night’. Writing: Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words,</p>	<p>Reading: Story structure- beginning, middle, end. Innovating and retelling stories to an audience, non-fiction books. Listen to children read some longer words made up of letter-sound correspondences they know: ‘rabbit’, ‘himself’, ‘jumping’. Children should not be required to use other strategies to work out words. Writing: Creating own story maps, writing captions and labels, writing simple sentences. Writing short</p>	<p>Reading: Non-fiction texts, Internal blending, Naming letters of the alphabet. Distinguishing capital letters and lower-case letters. Note correspondences between letters and sounds that are unusual or that they have not yet been taught, such as ‘do’, ‘said’, ‘were’</p> <p>Writing: Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at</p>	<p>Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1. Writing: Story writing, writing sentences using a range of tricky words that are spelt correctly. Correctly using full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Character description.</p>

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	<p>Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists</p>	<p>writing area, instructions for recipe. Help children identify the sound that is tricky to spell. Sequence a story Write a sentence</p>	<p>Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>sentences to accompany story maps. Order a story. Labels and captions – life cycles. Character descriptions.</p>	<p>words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems</p>	
Mathematics	<p>Counting rhymes and songs Classifying objects based on one attribute •Comparing objects and sets. Substitising numbers up to 10 •Ordering objects Number recognition. 2D Shapes. Pattern and early number Recognise, describe, copy and extend colour and size patterns •Count and represent the numbers 1 to 3 •Estimate and check by counting. Recognise numbers in the environment. A number a week</p>	<p>Count up to 10 objects. •One more or one fewer •Order numbers 1 – 10 •Conservation of numbers within six Addition and subtraction within 6 •Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D & 3-D shapes •Describe position accurately Calendar and time Days of the week, seasons •Sequence daily events</p>	<p>Count up to ten objects •Represent, order and explore numbers to ten •One more or fewer, one greater or less Addition and subtraction within 10 Explore addition as counting on and subtraction as taking away Numbers within 15 Count up to 20 objects and recognise different representations •Order and explore numbers to 20 •One more or fewer</p>	<p>Counting and sharing in equal groups •Grouping into fives and tens •Relationship between grouping and sharing Numbers within 20 Count up to 10 objects •Represent, order and explore numbers beyond 20 •One more or fewer Doubling and halving Doubling and halving & the relationship between them</p>	<p>Describe and sort 2-D and 3-D shapes •Recognise, complete and create patterns Addition and subtraction within 20 Commutativity •Explore addition and subtraction •Compare two amounts •Relationship between doubling and halving Money Coin recognition and values •Combinations to total 20p •Change from 10p Measures Describe capacities •Compare volumes •Compare weights •Estimate, compare and order lengths</p>	<p>Explore numbers up to 100 and strategies •Recognise and extend patterns •Apply number, shape and measures knowledge •Count forwards and backwards Numbers beyond 20 One more one less •Estimate and count •Grouping and sharing</p>
PSED	<p>-New Beginnings -See themselves as a valuable individual. -Being me in my world</p>	<p>-Getting on and falling out. -How to deal with anger Emotions -Self - Confidence</p>	<p>-Good to be me -Feelings -Learning about qualities and differences -Celebrating differences</p>	<p>-Relationships -What makes a good friend? -Healthy me</p>	<p>-Looking after others -Friendships -Dreams and Goals</p>	<p>-Taking part in sports day - Winning and loosing -Changing me -Look how far I've come!</p>

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	<ul style="list-style-type: none"> -Class Rule Rules and Routines -Supporting children to build relationships Dreams and Goals 	<ul style="list-style-type: none"> -Building constructive and respectful relationships. -Ask children to explain to others how they thought about a problem or an emotion and how they dealt with it. 	<ul style="list-style-type: none"> -Identify and moderate their own feelings socially and emotionally. -Encourage them to think about their own feelings and those of others by giving explicit examples of how others might feel in particular scenarios 	<ul style="list-style-type: none"> -Random acts of Kindness -Looking after pets -Looking After our Planet -Give children strategies for staying calm in the face of frustration. -Talk them through why we take turns, wait politely, tidy up after ourselves and so on 	<ul style="list-style-type: none"> -Show resilience and perseverance in the face of challenge. -Discuss why we take turns, wait politely, tidy up after ourselves and so on. 	<ul style="list-style-type: none"> -Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behavior.
<p>Communication and Language</p>	<ul style="list-style-type: none"> -Settling in activities Making friends Children talking about experiences that are familiar to them This is me! Rhyming Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: "Good morning, how are you?" 	<ul style="list-style-type: none"> -Winter school production -Settling in activities -Develop vocabulary -Tell me a story - retelling stories -Story language -Word hunts -Listening and responding to stories -Following instructions -Takes part in discussion -Understand how to listen carefully and why listening is important. -Use new vocabulary through the day. -Choose books that will develop their vocabulary. 	<ul style="list-style-type: none"> -Weekend news -Using language well -Ask's how and why questions... -Discovering Passions -Retell a story with story language Story invention – talk it! -Ask questions to find out more and to check they understand what has been said to them. -Describe events in some detail. -Listen to and talk about stories to build familiarity and understanding. -Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> -Describe events in detail – time connectives -Discovering Passions -Understand how to listen carefully and why listening is important. -Use picture cue cards to talk about an object: "What colour is it? Where would you find it?" -Sustained focus when listening to a story 	<ul style="list-style-type: none"> -Discovering Passions -Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives 	<ul style="list-style-type: none"> -Show and tell -Weekend news -Discovering Passions -Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. -Select books containing photographs and pictures, for example, places in different weather conditions and seasons.

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Physical Development	<p>Cooperation games i.e. parachute games. Climbing equipment Different ways of moving to be explored with children Taking off shoes for PE/ Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p> <p>PE Sessions will focus on:</p> <p>Games, moving in a variety of ways i.e skipping, hopping, jumping.</p>	<p>Ball skills- throwing and catching. Crates play- climbing. Skipping ropes in outside area dance related activities Provide a range of wheeled resources for children to balance, sit or ride on, or pull and push.</p> <p>PE Sessions will focus on:</p> <p>Ball skills Throwing and catching underarm and overarm throw.</p>	<p>Ball skills- aiming, dribbling, pushing, throwing & catching, patting, or kicking Ensure that spaces are accessible to children with varying confidence levels, skills and needs. Provide a wide range of activities to support a broad range of abilities. Dance / moving to music Gymnastics ./ Balance</p> <p>PE Sessions will focus on:</p> <p>Gymnastics, different ways of jumping; pencil, tuck and star.</p>	<p>Balance- children moving with confidence dance related activities Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Use picture books and other resources to explain the importance of the different aspects of a healthy lifestyle.</p> <p>PE Sessions will focus on:</p> <p>Dance and balance</p>	<p>Obstacle activities children moving over, under, through and around equipment Encourage children to be highly active and get out of breath several times every day. Provide opportunities for children to, spin, rock, tilt, fall, slide and bounce. Dance / moving to music</p> <p>PE Sessions will focus on:</p> <p>Sequencing and developing a set of gymnastics movements</p>	<p>Races / team games involving gross motor movements dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics / Balance</p> <p>PE Sessions will focus on:</p> <p>Races, team games</p>
Understanding the World	<p>-Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. -Trip to park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p>	<p>Can talk about what they have done with their families during Christmas' in the past. Show photos of how Christmas used to be celebrated in the past. Use world maps to show children where some stories are based. Use</p>	<p>Listening to stories and placing events in chronological order. What can we do here to take care of animals in the jungle? Compare animals from a jungle to those on a farm.</p>	<p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p>	<p>Use Handa's Surprise to explore a different country. Discuss how they got to school and what mode of transport they used. Introduce the children to a range of transport and</p>	<p>-To understand where dinosaurs are now and begin to understand that they were alive a very long time ago. Learn about what a palaeontologist is and how they explore really old artefacts. Introduce</p>

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	<p>-Can talk about what they do with their family and places they have been with their family. -Can draw similarities and make comparisons between other families. -Name and describe people who are familiar to them.</p> <p>-Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Create treasure hunts to find places/ objects within our learning environment.</p> <p>-Black History Month -Halloween -Seasons</p>	<p>the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen. Share different cultures versions of famous fairy tales. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these characters from real people in their lives.</p>	<p>Explore a range of jungle animals. Learn their names and label their body parts. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see Listen to children describing and commenting on things they have seen whilst outside, including plants and animals.</p>	<p>Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons, Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a ‘Bug Hotel’ Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate. Look for children incorporating their understanding of the seasons and weather in their play.</p>	<p>where they can be found. Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons. Use bee-bots on simple maps. Encourage the children to use navigational language. Can children talk about their homes and what there is to do near their homes? Encourage them to comment on what their home is like. Show photos of the children’s homes and encourage them to draw comparisons. Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different? Introduce children to significant figures who have been to space and begin to</p>	<p>Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seaside long ago – Magic Grandad Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
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Expressive Arts & Design	<p>Join in with songs; beginning to mix colours, join in with role play games and use resources available for props; build models using construction equipment.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children’s creations and record them explaining what they did.</p> <p>Children to create different self portraits painting, collage materials.</p> <p>Halloween crafts African song and dance and perform it / Encourage children to create their own</p>	<p>Use different textures and materials to make houses for the three little pigs</p> <p>Listen to music and make their own dances in response.</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas, Christmas songs/poems</p> <p>Creating poppies for remembrance day using red and black collage materials.</p> <p>The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party’s and Celebrations</p> <p>Winter performance songs and drama.</p>	<p>Making lanterns, Chinese writing, puppet making, Chinese music and composition.</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional Retelling familiar stories</p> <p>Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p> <p>Valentine's day crafts</p> <p>Collage-farm animals / Making houses.</p>	<p>Make different textures; make patterns using different colours</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother’s Day crafts</p> <p>Easter crafts</p>	<p>understand that these events happened before they were born.</p> <p>Can children differentiate between land and water.</p> <p>Take children to places of worship and places of local importance to the community.</p> <p>Life cycle of a butterfly, symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Shadow Puppets</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p>	<p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p> <p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father’s Day Crafts</p>
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	music for Black history month.					
Spanish	-To say their name and to ask others their names -Greetings	-To recognise animal nouns	-Colours -Food items	-To count in sequence up to 20 . -To associate the number symbols with the spoken word.	-To listen and respond to classroom instructions.	-To begin to know the days of the week in order -Months of the year
ICT	-Explore ways of listening to sounds using simple programs and devices. - Take digital pictures on a nature walk and display them on the IWB. The digital images can be enlarged so that children can look in more detail at objects	-Know and discuss factors to support health and wellbeing – discussing sensible amounts of screen time. - With help, play back captured still or moving images, becoming familiar with the control buttons, e.g., using play, stop and pause	-Use a variety of electronic toys in play situations, e.g., dance mats, Bee-bots, and remote control toys, using basic directional language. -Navigating a mouse independently.	-Look at live webcams (e.g. Chester Zoo). -Explore Google Earth or Google Street View and ask the children to find familiar places.	- Take daily pictures of e.g. a growing seedling, the weather), and observe how the pictures change over time. (new life) -Explore class clips.	- Demonstrate how sound devices are controlled, describing actions and buttons, (e.g. 'record', 'play'), both on and off screen.