

Hazel Ley Academy

Long Term Plan 2023-2024 – Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	All About Me My family, my school, my environment, the people around me, people who help us.	Transport: Past and Present Modes of transport now, local transport, early transport including George Stevenson and the Steam Train, local transport in the past, exploring and travelling.	Space Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station	Growing and Changing Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change.	Kings and Queens Our King, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past	Stories from the Past Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends
Communication and Language	Listen to others one on one or in small groups, e.g. talk about families in circle time and share pictures. Join in with repeating refrains and anticipating key events and phrases in rhymes and stories e.g. in songs, poems, familiar stories, call and response games. Understand use of objects and tools in the classroom e.g. children know what they can do during independent free flow time, they know how to select the tools they need to make a junk model, to write a letter to someone etc.	Join in with repeated refrains and familiar stories. Follow directions, recognising left and right e.g. in games such as Simon says Show understanding of prepositions such as 'under, on top' e.g. when tidying the classroom children can say where things belong. Use vocabulary, including phrases, from recently read stories in conversations e.g. children can talk about George Stevenson's Rocket and why it was important Ask questions using what,	Build up vocabulary that reflects knowledge and experience e.g., children can talk about space, what they know about it, what an astronaut does, how we know about space Use different tenses to discuss things that are happening now and things that happened in the past, and things that happened a very long time ago. Ask relevant questions to find out more information e.g. when sharing a non-fiction text children can say 'I wonder why...' Share opinions, explaining	Focus attention in a variety of situations; in small groups, 1:1 and whole class Understand 'how' and 'why' questions and use them in a variety of contexts e.g. how do people change as they grow? Use increasingly complex sentences to link thoughts e.g. using 'and', 'because'. E.g. this plant did not grow well because... This plant grew really well because... Use newly acquired vocabulary to name and describe, and in conversations e.g. children can discuss their plants, how they	Describe a pretend object in play based situations, e.g. when role playing a coronation a child might use props for their orb and sceptre. Question to understand why things happen e.g. who, what, when, how e.g. when a visitor comes in to talk to the class, children can ask questions rather than just sharing information they know. Use intonation and rhythm when joining in with stories and rhymes. Respond to questions using full sentences, e.g. I think... because...	Use talk to explain what is happening and anticipate what might happen next e.g. when reading about St George and the Dragon, children might explain what they think might happen to St George. Recall and relive past experiences; discuss special events, birthdays, in school celebrations etc. Retell events in order e.g. ordering events from the stories about Greek Gods that they've shared in class. Respond to comments from peers using full sentences, e.g. I agree

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	Respond to multi-step instructions e.g. first we need to put our coats on, then we need to zip them up, then we will get ready to go out to play. Retell past events from stories and from own experience in chronological order; e.g. describing a day at school, describing what they did at the weekend, talking about what happened in a story.	where, when and why to find out information, e.g. when learning about things from the past, children can ask questions to find out more.	preferences e.g. My favourite planet is... because...	cared for them and what they noticed. Apply new vocabulary to explain changes noticed in plants.	this will be consistently modelled by adults in all curriculum areas.	with ... because... Explain ideas and experiences using different tenses, prepositions, temporal connectives and vocabulary acquired from all areas of the curriculum. This will be modelled by adults consistently.
Personal, Social and Emotional	Jigsaw – Being Me in My World Talking about themselves All about me Learn school and class rules Building relationships with adults and peers Daily opportunities to develop control of their behaviour Turn taking games Learning school routines Making choices in their learning Using manners	Jigsaw – Celebrating Difference Looking at similarities and differences between ourselves Making choices in their learning Building positive relationships Turn taking games Celebrating – Diwali/Christmas Building confidence Labelling emotions Talking about how we express emotions Body language Using manners How to be a good friend	Jigsaw – Dreams and Goals Building positive relationships Turn taking games Building confidence Children to talk about what they want to do when they get older Set their own goals/targets Share their dreams Developing independence Making choices in their learning Look at how we can resolve conflicts. Using manners	Jigsaw – Healthy Me Building positive relationships Turn taking games Building confidence Developing independence Making choices in their learning Healthy eating Healthy choices Using manners Celebrating – Eid Resolving conflicts How to help others How to persevere Tidying up	Jigsaw – Relationships Building positive relationships Self-esteem/relationship Turn taking games Building confidence Developing independence Making choices in their learning Celebrating – King’s Coronation How to look after other people How to care for animals/environment How to bound back after difficulties	Jigsaw – Changing Me Building positive relationships Self-esteem/relationship Turn taking games Building confidence Developing independence Making choices in their learning Managing transition Look at what we’ve done this year Winning and losing – Sports Day Tidying up

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	What makes a good friend? How to handle challenges Tidying up	How to be resilient Tidying up	Celebrating – Chinese New Year How to be resilient Tidying up		Tidying up	
Physical	Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle Get Squiggling Cutting up lunch	Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle Get Squiggling Cutting up lunch Doing up zips	Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle Get Squiggling Cutting up lunch Doing up buttons	Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle Get Squiggling Cutting up lunch	Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle Get Squiggling Cutting up lunch	Fine Motor Threading Cutting Weaving Playdough Using tweezers Drawing lines/circles Pencil grip Letter formation Number formation Using paintbrushes Dough disco Drawing Club Squiggle While you Wiggle Get Squiggling Cutting up lunch
	Gross Motor PE lessons – First PE Climbing Regular toileting and handwashing Running games Using chalk Throwing balls Painting/drawing on large spaces Balancing Obstacle courses	Gross Motor PE lessons – Diwali/Gymnastics Climbing Regular toileting and handwashing Running games Using chalk Passing balls to each other Painting/drawing on large spaces	Gross Motor PE lessons – Fairy Tale Dance Climbing Regular toileting and handwashing Running games Using chalk Kicking balls Painting/drawing on large spaces Balancing	Gross Motor PE lessons - Multi-skills Climbing Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing	Gross Motor PE lessons – Enjoy a ball Climbing Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces Balancing	Gross Motor PE lessons – Athletics/Tennis Climbing Regular toileting and handwashing Running games Using chalk Kicking/throwing balls at a target Painting/drawing on large spaces

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	Using bikes/scooters Getting coat on Drinking water	Balancing Obstacle courses Using bikes/scooters Getting coat on/zips up/wellies on/gloves on Drinking water Showing different emotions to music	Obstacle courses Using bikes/scooters Getting coat on/zips up/wellies on/gloves on Dancing/Moving to music Drinking water	Obstacle courses Using bikes/scooters Getting coat on/zips up Know the importance of a healthy lifestyle Drinking water Moving like a knight/dragon	Obstacle courses Using bikes/scooters Keeping safe in the sun Putting on hats and sunglasses Team games Drinking water Moving like minibests	Balancing/Obstacle courses Using bikes/scooters Keeping safe in the sun Putting on hats and sunglasses Team games/Sports Day Drinking water Moving like sea creatures
Literacy	<p>Fiction including picture books with familiar settings, relating to families, people who help us.</p> <p>Oral retelling of familiar stories using own words and recently introduced vocabulary.</p> <p>Story language; becoming familiar with phrases like ‘once upon a time’, ‘a long time ago’, ‘lived happily ever after’.</p> <p>Use puppets to retell familiar stories. Poetry; learning and reciting simple poems with rhyme and repetitive language.</p> <p>Initial sounds and simple CVC words in line with LW.</p>	<p>Fiction & Non fiction books about transport. Identify and anticipate key events in familiar stories including repeated refrains.</p> <p>Role play; using imaginative movement and vocabulary to recreate scenes from familiar stories.</p> <p>Initial sounds and simple CCVC words and more in line with LW. Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children’s names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards</p>	<p>Fiction & Non-fiction texts about space. Emergent writing; encourage short words or phrases in different writing contexts, e.g. in free flow or in a structured lesson.</p> <p>List writing</p> <p>Reading words through sound blending as part of LW.</p> <p>Provide opportunities for emergent writing (with ongoing provision for mark making) e.g. writing letters of children’s names in paint, sand, with water and brushes, tracing activities, rubbing activities, whiteboards and pens, clipboards outside etc.</p>	<p>Fiction & Non-fiction texts about how people, animals and plants grow.</p> <p>Labelling e.g labelling seed pots.</p> <p>Descriptive sentences; children begin to write to describe an object eg. The seed is tiny. The plant is tall.</p> <p>Letter writing including simple sentences and phrases.</p> <p>Recognise common exception words within a LW.</p> <p>Write simple phrases and sentences.</p> <p>Focus on letter formation in line with Happy Handwriting.</p> <p>Provide opportunities for emergent writing (with ongoing provision</p>	<p>Fiction & Non-fiction texts about the monarchy, history etc. Children can annotate pictures of monarchs with speech bubbles and thought bubbles.</p> <p>Descriptive sentence writing Instructions; writing simple instructions for a familiar process in a numbered list.</p> <p>Verbal sequencing using temporal connectives. E.g. First I climbed on the climbing frame, then I slid down the big slide!</p> <p>Create fact books about kings and queens and notice the difference between writing stories and writing information.</p>	<p>Fiction & Non-fiction books about the past. Character profiling; what do we know about St George?</p> <p>Using descriptive language in oral storytelling and in writing.</p> <p>Creating our own stories (orally or written) with a Beginning, middle and end. Jumping into the story</p> <p>Settings- what was the character thinking at this point in the story? Instructions; writing numbered lists in a logical order.</p> <p>Nonsense poetry- how authors play with words</p> <p>Write simple phrases and sentences, making</p>

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	<p>Provide opportunities for mark making; stamps in playdough, wheels and other shapes for stamping into playdough, carving into fruit and vegetables.</p> <p>Upright mark making such as an easel, a tuff tray on its side, painting with water onto walls, window paints etc.</p> <p>Focus on letter formation in line with Happy Handwriting.</p>	<p>and pens, clipboards outside etc.</p> <p>Focus on letter formation in line with Happy Handwriting.</p>	<p>Focus on letter formation in line with Happy Handwriting.</p>	<p>for mark making) e.g. writing letters of children's names in paint, sand, with water and brushes, with pens, pencils etc.</p> <p>Writing short sentences using growing knowledge of phonics to attempt unknown spellings</p>	<p>Role play using newly acquired vocabulary e.g. role play a coronation.</p> <p>Write simple phrases and sentences with phonetically plausible attempts at unknown spellings.</p> <p>Ongoing provision for emergent writing and creative mark making e.g. playdough and letter stamps, clipboards and paper, painting on an upright tuff tray, writing with fingers in sand, rice etc</p>	<p>phonetically plausible attempts at writing newly acquired vocabulary.</p>
Mathematics	<p>White Rose Hub – Match, Sort and Compare/Talk about Measure and Patterns/It's Me – 1, 2, 3</p> <p>Counting rhymes and songs</p> <p>Comparing objects and sets</p> <p>Subitising.</p> <p>Ordering objects</p> <p>Recognise, describe, copy and extend colour and size patterns</p> <p>Explore zero</p>	<p>White Rose Hub – It's Me – 1, 2, 3/Circles and Triangles/1, 2, 3, 4, 5/Shape with 4 Sides</p> <p>Count up to five objects</p> <p>One more or one fewer</p> <p>Order numbers 0 – 5</p> <p>Addition and subtraction within 5</p> <p>Explore addition and subtraction</p> <p>Shape and sorting</p> <p>Describe position accurately</p> <p>Ordinal numbers</p>	<p>White Rose Hub – Alive in 5!/Mass and Capacity/Growing 6 7 8</p> <p>Count up to 8 objects</p> <p>Represent, order and explore numbers to 8</p> <p>One more or fewer, one greater or less</p> <p>Addition and subtraction within 8</p> <p>Explore addition as counting on and subtraction as taking away</p> <p>Subitising</p>	<p>White Rose Hub – Length, Height and Time/Building 9 and 10/Exploring 3D Shapes</p> <p>Count up to 10 objects</p> <p>Represent, order and explore numbers to 10</p> <p>One more or fewer, one greater or less</p> <p>Addition and subtraction within 10</p> <p>Explore addition as counting on and subtraction as taking away</p> <p>Subitising</p>	<p>White Rose Hub – to 20 and beyond/How many now? Manipulate, Compose and Decompose</p> <p>Addition and subtraction within 20</p> <p>Commutativity</p> <p>Explore addition and subtraction</p> <p>Compare two amounts</p> <p>Relationship between doubling and halving</p> <p>Order lengths</p> <p>One more one less</p> <p>Estimate and count</p>	<p>White Rose Hub – Sharing and Grouping/Visualise, Build and Map/Consolidation</p> <p>Recognise, complete and create patterns</p> <p>Coin recognition and values</p> <p>Explore numbers and strategies Apply number, shape and measures knowledge</p> <p>Count forwards and backwards</p>

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	Count and represent the numbers 1 to 3 Estimate and check by counting Recognise numbers in the environment		Estimate, order compare, discuss and explore capacity, weight and lengths	Estimate, order compare, discuss and explore capacity, weight and lengths 3D Shapes	Grouping and sharing	
Understanding the World	Past and Present (History) My past, present, future and that of others including characters from stories Families; when I was a baby, when my family members were young. Family Trees, diverse representations of family life. Developing sense of chronology; before I was born, before I came to school, which classroom will I be in next year? Our school year – what will we do this year in Reception?	Past and Present (History) George Stevenson; The invention of the Steam Train Transport in the past; horse and carriage, motor cars, penny farthing, omnibus, ferry, other locally relevant transport from history Modern transport including the Japanese Bullet Train, hovercraft, racing cars, aeroplanes and other examples of technologically advanced transport Ernest Shackleton the explorer; The South Pole, the challenges of his journey	Past and Present (History) What scientists and astronomers know about our Solar System now; our sun, the planets in our solar system. The Moon landings; Neil Armstrong The International Space Station; when and why it was built and launched.	Past and Present (History) Farming in the past; locally relevant information e.g. local areas that used to be farmland, what was grown, what those areas look like now. How farming worked in the past; use of horses and carts, horses and cows pulling ploughs. Present day use of machinery in farming.	Past and Present (History) The Story of King John and the Magna Carta (Teachers to tell story based on historical events) Locally significant areas in the past e.g. a local historical building Queen Elizabeth II's coronation in Westminster Abbey.	Past and Present (History) Stories from Ancient Greece; Prometheus stealing fire from the Gods, Theseus and his battle with the Minotaur, Daedalus and Icarus, Athena and Arachne, King Midas and the Golden Touch Stories from different cultures; Anansi the Spider from the Ashanti in West Africa. Aesop's Fables The Legend of St George and the Dragon
	People, Culture and Communities (Geography) Location of our school and the local area My route to school; what do I pass? Do I take	People, Culture and Communities (Geography) Transport in our local area and contrasted with transport for long journeys- children's	People, Culture and Communities (Geography) Astronauts and Astronomers; including Mae Jaimeson, Tim Peak, Caroline Hershel.	People, Culture and Communities (Geography) Farming in our local area; what crops are grown where we live? Identify fruit and	People, Culture and Communities (Geography) The UK The Monarchy; Queen Elizabeth II, the Royal Family, Buckingham Palace,	People, Culture and Communities (Geography) Locate the places that feature in the key stories chosen for this topic. Oral storytelling

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	<p>transport? What do we like about our local area? What would we change? Community; this means the people who feature in our lives, our school is an important part of our community, friends, families, religious communities, people with shared interests e.g. hobbies. People who help us in our community; including but not limited to teachers, doctors and nurses, firefighters, police.</p>	<p>experience of transport. Road Safety – how we travel safely. How people from different cultures travel; the tuk tuk in Bangkok, gondolas in Venice, Felucca in Egypt, Dog Sled in Norway.</p>		<p>vegetables that can be grown locally, or within the local region. Identify where the fruit and vegetables we eat come from. Including but not limited to: Oranges: Spain Bananas: Central America Lemons: South Africa Pineapples: Costa Rica</p>	<p>Windsor Castle. Countries around the world that have Queen Elizabeth as their monarch including; Canada, Jamaica, New Zealand, Australia and more. The Union Flag of The United Kingdom, flags from countries the children have connections to.</p>	<p>as part of culture; how we pass on stories within our families and communities. Ask an elderly relative to come in and tell the children a story.</p>
	<p>The Natural World (Science) The human body: Facial features, body parts, the senses Seasons of the year; Autumn. Deciduous and evergreen trees. Observing leaves using magnifying glasses, leaves changing colour. Forces: push, pull, twist</p>	<p>The Natural World (Science) Air transport Water transport Seasons of the year: Winter. Animal hibernation, why do some animals hibernate? How do other animals survive winter? Transport in the winter; snow ploughs, gritting roads, snow tyres. Changing state of</p>	<p>The Natural World (Science) Our planet Earth, land and sea, plants and animals, weather, gravity. The moon, the sun, the planets in our solar system, space travel, astronauts. Seasons of the year: Spring. The first signs of spring; snowdrops, cherry blossom, buds and flowers, birds</p>	<p>The Natural World (Science) Growing and changing; how people change as they grow, how animals change as they grow. Life cycles of a butterfly and/or frog. Identify and draw the following animals and their babies including but not limited to: Sheep and Lamb Cows and Calf Horse and foal Butterfly and Caterpillar Frog and</p>	<p>The Natural World (Science) Seasons of the Year: Summer. Signs of summer; flowers, warmer days, light evenings, butterflies, bees, birds. Design a garden for the Queen; what could we grow? What would we include? Sketch some ideas and write about the design.</p>	<p>The Natural World (Science) Seasons of the Year: Summer. How we stay safe in the sun; sunscreen, hats, sunglasses. Safety around water. Changing state of matter; Why do our ice lollies melt?</p>

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		matter; frost and ice-looking closely at ice, what happens when it warms? Why can we see our breath when it is cold?	nesting, bees, lighter evenings	tadpole Dog and puppy Cat and kitten Plants; how they grow from seeds and bulbs. What plants need to grow. Identify parts of plants including roots, stem and leaves. Identify trees and plants growing locally on the school grounds or in local parks. Draw pictures of local plants.		
Expressive Arts and Design	Exploring colour. Painting with primary colours. Mixing secondary colours. A study of Miro. Painting: portraits Rhythm, Pulse and Sound Composer: Wolfgang Amadeus Mozart, Allegro from A Little Night Music. Miro's work	Colour and the seasons. Exploring which colours show us different seasons. A study of Pissarro's season paintings. Cutting: snowflake design Singing in a group (Christmas Performances) Composer: Sergei Prokofiev, Peter and the Wolf Pissarro's seasons paintings	Exploring line. Taking a line for a walk. Creating drip paintings like Jackson Pollock. Creating pictures like Hundertwasser using spirals and curved lines. Puppets: Chinese New Year Bloom app on iPad to create repeating patterns of music Playing with Sounds: Pitch Listening to and responding to Holst's Planet Suite Composer: Englebert Humperdinck, Hansel and Gretel Jackson Pollock	Exploring what we can see in the world around us. Studying how Van Gogh used different marks to draw still life. Looking at Lowry and drawing our own houses and "matchstick" people. Using the architecture of Hundertwasser to inspire us to draw imaginary houses. Design: making a boat that floats and another vehicle that moves with wheels Create: Easter bonnets Playing with Sounds: Singing Games including call and response	Animals in art. A study of Rousseau's "Tiger in a Tropical Storm". Painting real fish with ink and wax resist. Instrumental Activities Composer: Louis Armstrong Music and dance sessions: link to Carnival of the Animals Composer: Paul Dukas, The Sorcerer's Apprentice Van Gogh's Sunflowers	People in art. Looking at Degas' ballerinas. Practising drawing people. Creating clay sculptures of "Miro-like" people. Fashion: experimenting with fabric to design a suitable piece of sports wear Instrumental activities: Composition: using percussion instruments Composer: G.F. Handel Degas' Ballet Dancer

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				Lowry's houses and architecture of Hunderwasser		
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Enrichments Opportunities	Family Day Bring in a picture of your family Autumn walk	Bonfire food tasting Indian food tasting Making Diwali objects Christmas baking Christmas performance	Trip to the library Chinese New Year Food tasting Visit to space centre	Easter baking Visit/set up a garden centre	Kings and Queens dress up day Royal tea party Hatching ducks/chicks	Performance from Corby Cube Transition – Visits to school/new classroom
Parental Engagement	Home Visits Stay and Play sessions Parents Evening Phonics/reading workshop WOW Moments	Christmas Play Poppy Display Christmas Crafts Celebration Assembly Reader of the week bag WOW Moments	Maths Workshop Family Friday Phonics Morning Reading Morning Reader of the week bag WOW Moments	Parents Evening World Book Day Family Friday Easter Crafts Reading Morning Reader of the week bag WOW Moments	Family Friday Reading Morning Reader of the week bag WOW Moments Phonics Morning	Sports Day Family Friday Reading Morning Reader of the week bag WOW Moments