

The Hill Primary Academy
Reception Long Term Plan 2022/2023

The themes have been planned for the academic year, however there is scope for adaptations to meet the interests of the children at the time and so the information below may change as the year progresses.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes me Marvellous?	Why do we celebrate?	Could a Penguin live in my house?	How do plants grow?	What lives on Old McDonalds Farm?	The call of the Wild!
Celebrations	Halloween – 31 st October	Diwali – 24 th October Bonfire night – 5 th November Remembrance – 11 th November Christmas	Chinese New Year – 22 nd January – Year of the Rabbit World Book Day	Shrove Tuesday – 21 st February Mother's Day – 19 th March Easter – 9 th April	Ramadan – 22 nd March – 21 st April Eid – 21 st and 22 nd April	Father's Day – 18 th June
Key questions – Facts/Knowledge	<p>Me How old am I. When was I born/when is my birthday? How am I the same? How am I different? What I like best is.....?</p> <p>My Body Why do I look like I do? What can I do with my body?</p> <p>My Family What makes a family? Where in the world do my family come from? Who is in my family?</p> <p>Where do I live? Which street do I live on? Which village/town do I live in? What is in the local area? Where can I go and what can I see? What do I like/dislike in my local area? Use aerial views of local area Google maps</p> <p>Where is my school? Draw a map of the school, how to get from their house to school</p>	<p>What is bonfire night and why do we celebrate it? What is bonfire night? Why do we celebrate bonfire night? How do we celebrate it?</p> <p>What is Diwali? What is Diwali? Who celebrates Diwali? Why do they celebrate it? How do they celebrate? How is it similar/different to how we celebrate?</p> <p>Why do we wear poppies? What is Remembrance Day? Why do we celebrate? Who celebrates? How do we celebrate?</p> <p>Who might help us during some of these celebrations? What is the fire service? What do they do? How do they keep us safe? When would you need to ring for the fire service? How have firefighters changed overtime? Are they the same/different to during the time of the gunpowder plot?</p> <p>Why and how do we celebrate Christmas? What is Christmas? Who celebrates Christmas? Why do we celebrate? What do people do to celebrate? What do people eat? Where do they go?</p> <p>What are seasons? What is happening to the length of the days? Why is this happening? Is this the same everywhere in the world? Is it hotter/colder? What is the temperature like? Wetter/drier? What season is it? How is winter different to Autumn? What season is next? Do any plants grow in winter?</p>	<p>Are all penguins the same? What is a penguin? What do they look like? How tall are they? How many different types of penguins are there? What do they need to live? What do they eat? How do they get their food? How do they move? What is a baby penguin called?</p> <p>Where do penguins live? Do penguins and polar bears live together? Where do penguins live? Where is the south pole/Antarctica? Can you find it on a globe? Do polar bears and penguins live in the same place? Where do polar bears live? Where is the North Pole/Arctic? Can you find it on a globe? Which other animals live in these places? What is special about all of the animals that live in these two places?</p> <p>What is the weather like where penguins live? How does Antarctica change during the year? What is the temperature like? Is it the same every day? What is the highest temperature? What is the lowest temperature? How do we know what it is like in Antarctica?</p> <p>How is Antarctica the same as/different to where we live? What seasons are there in Antarctica? Is the weather ever the same in Antarctica and England? Does it look the same? Are there any buildings and houses? Does anybody live there? Does the ice ever melt? Why?</p> <p>Do penguins live anywhere else in the world? How is this the same as/different to Antarctica and England? How could we find out where penguins live in the world? Where do they live? Can you find it on the globe/map? What is the weather like there? Is it the same/different to Antarctic and where we live? Do penguins eat the same things even though they live in different places?</p> <p>Chinese New Year What is the Chinese New Year? Who celebrates it? Why do they celebrate it? How do they celebrate? Can you find china on a globe? How is it the same/different to our New Year? How is it the same/different to other celebrations that we have learnt about?</p>	<p>What are seasons? How many seasons are there in a year? Can you name all of the seasons? Which season is it now? Which season will come next? How is Spring different to Winter? (temperature and length of the days) What happens to our environment in each season – does it change or stay the same? How has our local area changed?</p> <p>What are plants and are they all the same? (flowers, trees, vegetables) Which plants can we eat? Healthy diets</p> <p>What are all these different parts? Are plants living or non-living? Do all plants look the same? Can you name some of the different plants? Can you group them? Do all plants grow in the same environment? (Link back to Antarctica) What is each part called? What does each part of the plant do? How can we use the parts of the plants? (fruit to eat but also holds new seeds – plant some of these seeds to show this) Ch can – Explain that the roots anchor the plant to the soil and take in water and nutrients Ch can – Explain that stems support the plant and carry nutrients to the various parts of the plant Ch can – Explain that plants make their own food in their leaves</p> <p>How do we care for our plants? What equipment do we need to plant? Does everything we plant look the same? What does a plant need to grow? Do all plants need the same? How could we test this?</p> <p>What is the lifecycle of a sunflower? Can you name each stage? Can you order each stage? How has the plant changed?</p> <p>Why do we celebrate Easter? What is Easter? Who celebrates it? Why do they celebrate it? How do they celebrate? Is it similar or different to any celebrations that you have learnt about in the past?</p>	<p>What animals live on a farm? Why would a farmer keep all of these animals? What is the lifecycle of a chick? How do we use what the farmer produces? Which foods come from the farm? How do we get food from a farm – has it always been like this?</p> <p>Which other animals can be found on the farm? Where did the butterfly come from? Why are worms helpful? Why are bees helpful? Minibeasts and pollinators –do these animals just live on a farm or can you find any of these animals in other places? What can we do to help these animals?</p> <p>Seed to Food To explore wheat, flour and dough using our senses How flour is made? What does the farmer grow? Why? How does he grow it? How is it the same/different to what we have grown?</p> <p>How has farming changed overtime? Have farmers always had tractors? Have they always kept the same animals? Do we get our produce in the same way as in the past?</p>	<p>Where is Africa? Where is Africa? Can you find it on a globe? How would we get there? How many countries are in Africa? What is the weather like? How does this compare to the weather where we live? How does it compare to Antarctica? What animals do you think could live there? How could we find out? Can we see any of these animals where we live?</p> <p>Which animals live in the African Savanna? What is the Savanna like? Which animals live here? What are their offspring/young called? What do they need to live? What do they eat? How do they get their food? Does anything eat them? How do they move? How do we know that they are living? (re-cap living and non-living things from Spring Term) What do the animals look like? Are the animals dangerous?</p> <p>Which animals live in the African Savanna? How is the Savanna the same/different to where we live? Which animals live here? What are their offspring/young called? What do they need to live? What do they eat? How do they get their food? Does anything eat them? How do they move? When do they sleep? What do the animals look like? Are the animals dangerous?</p> <p>Which other animals live in Africa? Which other animals do you think could live in Africa? How could we find out which other animals live in Africa? Is the place where they live the same or different to the savanna? How is it the same/different? What do these animals eat? Can you explain their lifecycle? Can you find where they live on a map of Africa?</p> <p>Which other animals live in Africa? Child interest – focus on the animals that they want to learn about and their habitats</p>

Key Texts for the term	The Colour Monster by Ruby's Worry by Funny Bones by Alan Ahlberg My First Trip to the Dentist - Jen Green	Tree, Seasons come and seasons go by Patricia Hegarty Stickman by Julia Doanldson A stroll through the seasons by Kay Barnham Rama and Sita by Malachy The Nativity	Lost and Found - Oliver Jeffers The Emperors Egg by Goodbye Autumn, Hello Winter Polar Lands	Tree, Season come and seasons go by Patricia Hegarty Jack and the Beanstalk The Extraordinary Gardener	Oi Frog by Super worm by Julia Donaldson Farmer Duck	Giraffes can't dance Bringing the rain to Kapiti Plain The Ugly 5 - Julia Donaldson
	Alongside these texts, children will also listen to a wide range of story types including, fairy tales, Aesop's fables, poetry, rhymes and non-fiction texts during the reading for pleasure story sessions. The children have a minimum of 2 story sessions a day.					
Key Texts that will be repeated throughout the Year	<p>These texts will be repeated throughout the year to support with children's re-call and re-telling of stories</p> <p>The Snail and the Whale - Julia Donaldson Oi Frog - Kes Gray The Little Red Hen The Three Little Pigs Lost and Found - Oliver Jeffers The Great Paper Caper - Oliver Jeffers The Tiger who came to Tea - Judith Kerr Where the Wild Things Are - Maurice Sendak When I was a Child - Andy Stanton Lost in the Toy Museum - David Lucas Tree, Seasons Come, Seasons Go - Patricia Hegarty and Britta Teckentrup Bringing the Rain to Kapiti Plain - Verna Aardema</p>					
Key Vocabulary	<p>Unique Special Characteristics Qualities Interests Siblings Hobbies Community Village Town Country Address Location</p> <p>Past Present Years Before (I was born) After (I was born)</p> <p>Ariel Map Globe Directions Positional Language</p>	<p>Seasons Autumn Darker Colder Crisp Rustling blustery deciduous evergreen temperature Celebrations Celebrate Bonfire Night Plot Treason Remembrance Peace Honour Protect Conflict Diwali Christmas Bethlehem</p> <p>Firefighters Support Equipment Qualities Trustworthy Honest Reliable</p>	<p>Penguins Feathers Plumage Flippers Webbed feet beak Language of size Species (types, kinds) Chick Nest Flightless Waddle Aquatic Food chain Predator Prey Hunt Krill Squid Polar regions Antarctica, South Pole leopard seals, Elephant Seals, Killer Whales, Blue Whales, albatross Arctic, North Pole Polar bear, arctic fox, reindeer, walrus, Narwhal, snowy owl Temperature Freezing icy glaciers melting Explorers expeditions</p> <p>celebrate, celebrations, dumplings, spring rolls, sweet rice balls, Chinese lanterns</p>	<p>Plant Planting Seed Bulb Sprout/sprouting Seedling Roots Stem Leaf Flower Branch Food Water Soil Grow Growing Change Categorise Sort Wild Prediction Absorb Anchor life cycle nutrients Living Dead/non-living Evergreen Deciduous</p> <p>Easter Celebration Celebrate</p>	<p>Farm Tractor Hay bale Barn Cattle Chick Foal kid duckling piglet Life cycle Frogspawn, tadpole, froglet, frog Egg, caterpillar, butterfly, Chrysalis, pupa Incubator Coop Hive Sty Mini beast Antennae</p>	<p>Africa Continent Compare Globe Atlas Savanna Mammal Food chain Predator Prey Hunt Herbivore Carnivore Omnivore Nocturnal</p> <p>This will also include the way that animals move - linked to the animals that the children would like to learn about</p>
Literacy Comprehension	<p>Listens to stories Retell stories and narratives Describes main characters, settings and sequences events</p>		<p>Talk about what they have read, characters, settings and sequence of events Anticipate key events Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books</p>		<p>Retell stories and narratives Talk about the stories that have heard and read using vocabulary acquired through stories, nonfiction texts, rhymes, poems and role play experiences</p>	
Literacy Word Reading (Taken from RWI expectations)	<p>Know most set 1 A sounds Beginning to blend</p>	<p>Know set 1 A and B sounds Blending</p>	<p>Reading Photocopy Ditties</p>	<p>Reading Red Storybooks</p>	<p>Reading Green Storybooks Begin to learn Set 2 sounds</p>	<p>Reading Green/Purple storybooks</p>

Literacy Writing	Write their first name Writing words/labels	Write their first name and beginning to write their second name Use phonological knowledge to spell simple words using magnetic letters or writing the graphemes Write labels Write cards Write captions	Write their first and second name Write labels Write cards Write captions Hold a sentence – saying it out loud Begin to write phrases and simple sentences Beginning to form many letters correctly Read-read their writing to check it makes sense	Write their first and second name Hold a sentence – saying it out loud Write simple sentences Write some 'red' words e.g the, Form many letters correctly Read-read their writing to check it makes sense	Hold a sentence – saying it out loud Write simple sentences which include 'red' words Most letters are formed correctly Beginning to use a capital letter Read-read their writing to check it makes sense	Hold a sentence – saying it out loud Write simple sentences which include 'red' words Most letters are formed correctly Beginning to use a capital letter Beginning to use a full stop Read-read their writing to check it makes sense
Maths	The children follow the ARK Maths Mastery Curriculum					
CL	Communication and Language is an integral part of the daily activities and classroom environment. Time to talk is planned into every day and where possible, this takes place in key worker groups. However, the areas outlined below provide additional areas of focus for the year.					
Listening, Attention and Understanding	Listen to and Talk About Familiar Stories/Engage in Story Times Articulate Ideas and Thoughts in Sentences Listen to and Learn Rhymes, Poems and Songs	Joining in with and Retelling Familiar Stories Describe Events Using Extended Vocabulary Learn Rhymes, Poems and Songs			Participate in Discussions Offering Explanations and Expression Their Ideas Engage in Non-Fiction Books Use Non-Fiction Texts to Develop Knowledge and Vocabulary	
Speaking						
PD	Gross Motor Skills Throughout the year, the children have access to the outdoor provision each day. The provision includes a gravel pit for digging, large construction materials, loose parts, sweeping brushes, paintbrushes and rollers, chalk, bikes and scooters, and space to run, climb, balance and jump. All of which contribute to the development of gross motor skills and control. Indoors, the provision includes a large chalk board, whiteboards and resources of different sizes to support larger gross movements e.g construction blocks, large rolling pins. In addition to the provision, focused adult led activities are planned for to ensure children take part in activities to support their gross motor development.					
Gross Motor Skills						
Fine Motor Skills	Fine Motor Skills Throughout the year, the children access the indoor continuous provision each day. The provision includes the following areas, Funky Fingers, Construction, Construction Kit, Workshop, Cutting, Writing, play-dough and 'peg chat'. All of which contribute to the development of fine motor skills and control. Outdoors the provision includes spray bottles, chalk. In addition to the provision, focused adult led activities are planned for to ensure children take part in activities to support their fine motor development.				During the Summer term, in addition to the continuous provision and focused adult led activities they will also take part in handwriting sessions to ensure accurate letter formation	
PE	The children follow the Real PE scheme					
PSED	Personal, Social and Emotional Development is an integral part of the daily activities and the classroom learning environment. However, the areas outlined below provide additional areas of focus for the year.					
	The children also follow 1 Decision scheme					
	Building Constructive and Respectful Relationships with Adults and Peers Selecting Resources Independently Working Together/Taking Turns Following Rules and Routines	Developing Self Confidence/Describe Self in Positive Terms Working Together/Taking Turns Demonstrate Resilience and Perseverance when Facing Challenges			Show Sensitivity to Others Demonstrating Independence, Perseverance and Resilience when Tackling Challenges Work Collaboratively with Peers and Adults	
Understanding the World To be taught during 'chatter topic' sessions each week. This will include teaching specific vocabulary (see list above). This learning, will be continued through planned activities and enhancements within provision						
UtW	Ongoing throughout the year, children to explore photographs, artefacts and stories from the past and discuss similarities and differences. However, the areas outlined below provide additional areas of focus for the year.					
Past and Present	Themselves and how they have changed overtime Timelines of their life	The Gunpowder Plot How firefighters have changed overtime Remembrance Day			How farming has changed overtime	
UtW	Where children live (locality) Aerial views Maps	Celebrations from different cultures Bonfire night Diwali Christmas	What life is like in Antarctica and compare this to England/the UK Chinese New Year Compare this celebration to Diwali and Christmas	Easter Compare this celebration to Diwali and Christmas Observational drawing of flowers and the plants as they begin to grow	Eid	What life is like in Africa and compare this to England/the UK/Antarctica
People, Culture and Communities						
UtW	Ongoing throughout the year, children will talk about the seasons, changes between seasons and states of matter. However, the areas outlined below provide additional areas of focus for the year.					
The Natural World	Animals – Parts of the body, how to stay healthy, oral hygiene	To observe and describe weather associated with the season and how day length varies from Summer to Autumn. Materials – making chapatis	Animals – Incl. habitats, food chains and the young. Materials – Water and ice investigations – freezing and melting	To observe and describe weather associated with the season and how day length varies from Winter to Spring. Plants – how they grow, parts of a plat and their life cycles – grow plants and observe changes Materials – making pancakes	Animals – Incl. habitats, food chains and their young. Materials – making bread	To observe and describe weather associated with the season and how day length varies from Spring to Summer. Animals – Incl. habitats, food chains and their young. Materials – Exploring and experimenting with materials to recognise that materials have a variety of uses

						(Waterproof) - making a boat to get to the African Savanna
EAD						
Ongoing skills of creating, exploring ideas, learning about artists, and developing key skills in drawing, painting, collage, textiles, sculpture; evaluation and review whilst accessing continuous provision						
EAD Creating with Materials	Colour mixing - Self portraits	Observational drawing of seasonal vegetables - pumpkins and gourds Colour mixing - Kandinsky concentric circles Sculpture - Diva lamps Collage - Rangoli patterns	Charcoal drawings - Penguins Sewing	Printing - Van Gough sunflowers Exploring different construction techniques/joining materials - House for Jack or the Giant	Sketching - chicks Collage using a variety of materials - farm animals	Sculpture - African animal Box modelling - African animals
EAD Being Imaginative and Expressive	Charanga Music: Me!	Charanga Music: My Stories Songs for the Nativity performance	Charanga Music: Everyone!	Charanga Music: Our World	Charanga Music: Big Bear Funk	Charanga Music: Reflect, Rewind, Replay
Trips, visits and experiences	Police visit	Vicar to come into school Diwali dancing		Places of worship within our community - visit the church/vicar to come into school	Hatch It - baby chicks Caterpillar eggs	Trip to Wentworth Farm or travelling farm to come into school Trip to Yorkshire Wildlife Park
Parent Partnerships	F2 phonics workshop		Celebration of children's work in the classroom		Children to talk to parents about chicks	End of year assembly