

Reception Long Term Plan 2023-2024

These themes may be adapted at various points to allow for children's interests to flow through the provision.	All About Me 7 weeks	Transport 7 weeks	Taste the World 5 weeks	Tell Me a Story 6 weeks	Down On The Farm 6 weeks	Minibeasts 7 weeks
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>COMMUNICATION AND LANGUAGE Talk to parents about what language they speak at home and how to say hello in different languages for the daily register.</p> <p>Listening, Attention and Understanding</p> <p>Speaking</p> <p>Assemblies</p>	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back and forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story telling and role play, where children share their ideas with support and modelling from their teacher and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
	<p>Settling in activities and making friends. Children talking about experiences that are familiar to them. Model talk routines throughout the day – register, ordering lunch. Model how to listen carefully on the carpet. Joining in with familiar nursery rhymes. Introduction to weekly circle time. Introduction to Show and Share sessions. Daily story time.</p> <p>Fridays.</p>	<p>Develop new vocabulary around transport. Talk about how they come to school. Begin to retell stories. Follow instructions. Take part in discussions. Understand how to listen carefully and why listening is important. Weekly circle time. Weekly Show and Share sessions. Daily story time.</p> <p>Fridays.</p>	<p>Develop new vocabulary around food. Retell a story using story language. Begin to invent new stories – helicopter stories. Learn rhymes, poems and songs. Follow instructions with several parts or actions. Weekly circle time. Ask how and why questions in Show and Share sessions. Daily story time.</p> <p>Thursdays and Fridays.</p>	<p>Describe events in more detail using new vocabulary. Develop new vocabulary around spring. Retell stories using key features of narrative. Show sustained focus when listening to a story. Follow instructions accurately. Weekly circle time. Weekly Show and Share sessions. Daily story time.</p> <p>Mondays, Thursdays and Fridays.</p>	<p>Talk about events in the past using past tense and a wider range of vocabulary. Express views about events and characters and why things happened. Retell visit to farm in past tense. Weekly circle time. Weekly Show and Share sessions. Daily story time.</p> <p>All assemblies.</p>	<p>Use new vocabulary to talk about experiences. Set goals and aspirations for the future. Use all tenses accurately. Talk about holidays in the future. Consider audience when speaking aloud. Express views confidently. Weekly circle time. Weekly Show and Share sessions. Daily story time.</p> <p>All assemblies.</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</p> <p>Self-Regulation</p>	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of their self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through self-modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>					
<p>Managing Self</p> <p>Building Relationships</p>	<p>New beginnings and settling into school. Seeing themselves as a valuable individual. Being me in my world. Class rules and Routines. Rules of the school. Introduction to different emotions. Supporting children to build relationships and making friends.</p>	<p>Being a good friend – sharing and taking turns. How to deal with anger. Self-confidence. Building respectful relationships. Understanding what bullying is. Celebrate differences. How to deal with strong emotions.</p>	<p>It is good to be me. Feelings. Healthy body and healthy mind. Understanding others’ feelings and emotions. Understanding consequences of behaviour. Making goals and plans.</p>	<p>What makes a good friend? Conflict resolution. Understanding what is means to be ‘fair’. Developing strategies to stay calm in the face of frustration. Encourage them to think about their own feelings and those of others.</p>	<p>Working collaboratively, sharing, taking turns and following group rules. Looking after others. Show resilience and perseverance in the face of challenge. ‘Growing up’ and taking responsibility.</p>	<p>Planning and carrying out activities and being resourceful. Changing plans to meet set goals. Preparing for new challenges. Winning and losing. Taking care of our natural world.</p>

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PHYSICAL DEVELOPMENT	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
Gross Motor Skills	Getting changed for PE. Different ways of moving (dance). Parachute activities to develop co-operation. Crates play – climbing. Prams and pushchairs in the outside area. Introduce handwashing and good toileting regime.	Different ways to move (gymnastics – floor, mats and benches). Bikes including two wheeled balance bikes. Wheeled vehicles. Ball skills in the outside area – throwing and catching.	Different ways to move (gymnastics - large apparatus). Balance – beams and upside down benches. Skipping ropes in the outside area. Keeping healthy – food, sleeping and exercise. Encourage dancing on the stage.	Control of large and small balls (throwing and catching). Dance related activities in the outside area.	Control of large and small balls (kicking, dribbling, aiming, batting). Dance related activities in the outside area. Obstacle courses - children moving over, under, through and around equipment.	Races/team games involving gross motor movements. Dance related activities in the outside area. Wheeled vehicles.
Fine Motor Skills <small>Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality) Provide extra help and guidance when needed.</small>	Threading, cutting, weaving, playdough, fine motor activities. Manipulate objects with good fine motor skills. Draw lines and circles. Hold pencil/paint brush beyond whole hand grasp. Pencil grip. Dough Disco.	Threading, cutting, weaving, playdough, fine motor activities. Use tools to effect changes to materials. Show preference for a dominant hand. Guide children in what to draw, write or copy. Teach and model correct letter formation. Dough Disco.	Threading, cutting, weaving, playdough, fine motor activities. Begin to form letters correctly. Handle tools, objects, construction and malleable materials with increasing control. Encourage children to draw freely. Develop cutting with scissors skills. Dough Disco.	Threading, cutting, weaving, playdough, fine motor activities. Hold pencil effectively with comfortable grip forms. Recognisable letters that are mostly correctly formed.	Threading, cutting, weaving, playdough, fine motor activities. Develop pencil grip and letter formation continually. Use one hand consistently for fine motor tasks. Cut along a straight line with scissors. Start to cut along a curved line.	Threading, cutting, weaving, playdough, fine motor activities. Form letters correctly. Copy a square. Begin to draw diagonal lines. Colour inside the lines of a picture. Draw pictures that are recognisable. Build with smaller linking blocks.

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LITERACY	It is crucial for children to develop a lifelong love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech before writing).					
Comprehension	<p>Joining in with rhymes and showing an interest in stories with repeated refrains.</p> <p>Having a favourite story.</p> <p>Understand concepts around print.</p> <p>Sequence stories using pictures to retell the story.</p> <p>Recognise initial sounds.</p> <p>Writing their name.</p> <p>Engage in extended conversations around stories, learning new vocabulary.</p> <p>Weekly library visit</p>	<p>Retell stories related to events through acting/role play.</p> <p>Sequence story – beginning, middle and ending.</p> <p>Hear end and middle sounds of words.</p> <p>Blend sounds into words so that they can read short words made up of known letter-sound correspondences.</p> <p>Enjoy an increasing range of books.</p> <p>Weekly library visit.</p>	<p>Encourage children to record stories through picture drawing and mark making.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.</p> <p>Introduce voting for favourite story.</p> <p>Weekly library visit.</p>	<p>Encourage children to develop their own narratives and explanations by connecting ideas and events.</p> <p>Re-read books to build up confidence and fluency.</p> <p>World Book Day.</p> <p>Weekly library visit.</p>	<p>Use vocabulary and forms of speech influenced by traditional tales.</p> <p>Retell a story with actions and/or picture prompts as part of a group.</p> <p>Can explain the main events of a story.</p> <p>Weekly library visit.</p>	<p>Begin to understand that non-fiction books give information.</p> <p>Sort books into fiction/non-fiction.</p> <p>Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.</p> <p>Make predictions.</p> <p>Weekly library visit.</p>
Word Reading (Floppy Phonics) <small>Regularly listen to children read aloud, ensuring books are consistent with their developing phonic knowledge.</small>	<p>Floppy Phonics: Level 1 and 1+ (Lilac and pink)</p> <p>s,a,t,p,i,n,m,d,g,o,c,k</p> <p>Begin to blend sounds to read.</p>	<p>Floppy Phonics: Level 1+ (Pink)</p> <p>ck,e,u,r,h,b,f,ff,l,ll,le,ss</p> <p>Read CVC words confidently. Introduce cumulative sentence.</p>	<p>Floppy Phonics: Level 2 (Red)</p> <p>j,v,w,x,y,z,zz,qu,ch,sh,th,th,ng</p>	<p>Floppy Phonics: Level 2 and 3 (Red and yellow)</p> <p>dge,ve,wh,cks,tch,nk,ai,ee,igh,oa,oo,oo</p> <p>Introduce guided reading (yellow band).</p>	<p>Floppy Phonics: Level 3 (Yellow)</p> <p>ar,or,ur,ow,oi,ear,air,er,er,ue,ue,ure,tur</p>	<p>Floppy Phonics: Level 4 (Yellow/blue)</p> <p>ai/ay, oi/oy, ee/ea, igh/ie, oa/ow, ue/ew, oo/ew, ow/ou</p> <p>Read simple sentences with fluency.</p>

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<p>Possible Focus Books</p>	<p>Harry and the Dinosaurs go to school The Colour Monster The Colour Monster Goes to School Have You Filled a Bucket Today? Mum, Mama and Me Little Red Hen Goldilocks and the Three Bears The Smartest Giant in Town Owl Babies</p>	<p>Room on the broom Rama and Sita Bonfire Night Poem Whatever Next The Jolly Christmas Postman The Christmas Story Funnybones The Naughty Bus The Way Back Home Beegu Stickman</p>	<p>Say Hello to the Snowy Animals Handa’s Surprise Oliver’s Vegetables Oliver’s Fruit Salad Cleversticks The Tiger Who Came to Tea Supertato</p>	<p>Little Red Riding Hood Jack and the Beanstalk Rapunzel Zog The Three Billy Goats Gruff Cinderella The Frog Prince Sleeping Beauty</p>	<p>What the Ladybird Heard Egg to Chick Captain Duck Pig in the Pond The Ugly Duckling</p>	<p>Superworm The Very Hungry Caterpillar What the Ladybird Did on Holiday What the Ladybird Heard at the Seaside The Rainbow Fish Tadpole to Frog The Snail and the Whale</p>
<p>WRITING Begin with paired writing with children writing sounds they know. Children write sentences as soon as they have sufficient knowledge of letter-sound correspondences.</p>	<p>Write name correctly. Introduce Busy Books. Encourage children to write initial sounds they hear. Sentences stems in provision: I am a.../It is a...</p>	<p>Write name independently. Label using known sounds. Busy Book Challenges. Sentence stems in provision: I can see a... This is a... Here is a...</p>	<p>Write independently – labels, captions, lists, speech bubbles, CVC words and CVCC words. Begin to write 3 sentences. Introduce self-checking checklist and books with lines. Busy book challenges. Sentence stems in provision: Look at the... I like to... He/she/we/they like to...</p>	<p>Write sentences independently. Begin to use capital letters and full stops independently. Create own story maps. Busy book challenges. Sentences stems in provision: I/he/she/they/we went to... We are going to...</p>	<p>Increase numbers of sentences written. Use capital letters, full stops and finger spaces independently. Busy book challenges. Revise and revisit all the Foundation Stage key words through stem sentences.</p>	<p>Recount events in sentences. Busy book challenges. Revise and revisit all the Foundation Stage key words through stem sentences.</p>
<p>Possible Writing Tasks</p>	<p>My New School All About Me The Colour Monster My Family Labels Autumn Labels Goldilocks</p>	<p>Halloween Bonfire Night Labels Space List for Baby Bear Letter to Santa Nativity Story</p>	<p>Winter Handa’s Basket of Food Supertato Speech Bubble Oliver’s Veg/ Fruit Salad What Makes Me Special List of Tea for the Tiger</p>	<p>Little Red Riding Hood Retell Jack and the Beanstalk Retell Rapunzel Retell Zog Retell The Three Billy Goats Gruff My Own Story</p>	<p>My Favourite Animal Instructions for the Robbers The Life Cycle of a Chick Captain Duck Retell Pig in the Pond Retell Trip to the Farm</p>	<p>Minibeast Fact File The Life Cycle of a Butterfly The Ladybird’s Trip to the Seaside Under the Sea Rainbow Fish My Favourite Part of Reception</p>

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MATHS Number Numerical Patterns	Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationship between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding – such as using manipulatives-children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that children develop positive attitudes and interests in mathematics look for patterns and relationships, spot connections, ‘have a go’, talk to adults and peers about what they notice and not be afraid to make mistakes.					
	Numbers 1-3	Numbers 4-6	Numbers 7-9	Numbers within 10	Numbers within 15	Numbers within 20.
	Lots of counting opportunities with the five principles of counting (one-to-one, stable order, cardinal, abstraction, order-irrelevance) as well as opportunities to understand comparison and composition. Looking at the numerals, number words, matching on fingers, 1 more and 1 less and subitising. Odd and even numbers, doubling, having even numbers, grouping and sharing. Shapes relating to numbers. Using ten frames, numicon, Numberblocks, number lines, money, clocks/timers, part-whole models. Addition and subtraction facts within the focus numbers. Number bonds and subtraction facts within the focus numbers. Estimating and checking.					As left, and: Explore numbers and strategies. Recognise and extend patterns. Apply number, shape and measures knowledge.
	Pattern Matching equal and unequal sets. Comparing objects and sets. Recognise, describe, copy and extend colour and size pattern. Calendar and Time Days of the week. Seasons. Sequence daily events.	Measures Estimate, order, compare and discuss length. Shape Describe and sort 2D Shapes.	Measures Estimate, order, compare and discuss weight and capacity. Position Describe position accurately.	Shape Describe and sort 3D shapes.	Shape and Pattern Describe and sort 2D and 3D shapes. Recognise, complete and create patterns. Measures Estimate capacities. Explore volume.	Numbers beyond 20 One more, one less. Estimate and count. Grouping and sharing. Money Coin recognition. Making 20p. Change from 10p.
Mastering Number	Weeks 1-5	Weeks 6-10	Weeks 11-15	Weeks 16-20	Weeks 21-25	Weeks 26-31

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<p>UNDERSTANDING THE WORLD</p> <p>Past and Present</p>	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
<p>People, Culture and Communities</p> <p>The Natural World</p>	<p>Our Families Identifying their family. Commenting on photos of their family, naming who they can see and of what relation they are to them.</p> <p>Can talk about what they do with their family and places they have been with their family. Can draw similarities and make comparisons with other families. Can name and describe people who are familiar to them.</p> <p>Read fictional stories about families. Talk about members of their immediate family and community.</p> <p>People Who Help Us Navigating around the classroom and school. Introduce children to different occupations and the role they have in society.</p>	<p>Festivals and Celebrations Know some similarities and differences between different religious and cultural communities in the country drawing on their experiences and what has been read in class (Diwali, Christmas, Bonfire Night).</p> <p>Transport Discuss how they have travelled to school and what mode of transport they used.</p> <p>Introduce children to different transport.</p> <p>Use bee-bots and simple maps.</p> <p>Encourage navigational language.</p> <p>Introduce children to significant figures who have been to space and begin to understand that</p>	<p>Foods Use Google Earth to look at features of Headingley High Street and locate local food shops, cafes and restaurant. Focus on Pizza Express.</p> <p>Visit Pizza Express to learn about occupations in the food industry.</p> <p>Use Handa’s surprise to learn about fruits grown in Africa. Make comparisons.</p> <p>Know how Chinese New Year is celebrated in the Chinese community. Make comparisons.</p>	<p>Spring Observe the world around them and how it changes as we enter Spring.</p> <p>Easter Learn about the importance of Easter to Christians drawing on own experiences and what is read in class.</p> <p>Know some similarities and differences between different religions.</p> <p>Growth Understand and observe how seeds grow into plants. Draw what they observe.</p> <p>Traditional Tales Introduce children to a range of fictional characters and differentiate between</p>	<p>On the Farm Learn about the range of animals found on a farm through reading and a visit to Hesketh Farm Park.</p> <p>Begin to sort animals into groups based on their observations.</p> <p>Watch the development of eggs to chicks in class and record what they observe.</p> <p>Easter Learn about changes of matter through melting chocolate.</p>	<p>Minibeasts Explore a range of minibeasts making observations and drawing what they see. Contrast two different environments – pond and tree. Observe the changes in a butterfly life cycle and record what they see.</p> <p>Summer and the Seaside Understand the change of season from Spring to Summer drawing on their experiences.</p> <p>Discuss holidays they have experienced in the past including other countries they may have visited.</p> <p>Learn about some of the animals found in the sea and contrast the animals with those found in the school environment.</p>

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	<p>Looking at the emergency services and how they help us.</p> <p>Autumn Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some of the changes which signify Autumn has arrived.</p>	<p>these events happened before they were born.</p> <p>Look at modes of transport from the past and compare with how they look different today.</p> <p>Use the Jolly Postman to draw information from a map and understand how maps are important to those delivering post.</p>	<p>Winter Understand the change of the seasons and make observations of the world around them.</p> <p>Begin to investigate changing states of matter through observing how ice is formed and melts.</p>	<p>them and real-life characters.</p> <p>Know some similarities and differences between life in the past and now through learning about castles, princesses and knights.</p>		
Technology	<p>It is ongoing throughout the year in Reception that children use technology daily as part of their learning. This includes using a tablet/iPad to take photos and videos, using interactive whiteboards during teaching inputs, using 'paint' programmes and operating different programmes and activities on laptops. Children should participate in learning environments that feature ICT scenarios based on real world experiences – e.g. using phones and walkies in shops. Recording devices should be used to support children's communication skills and development – such as sound buttons.</p>					
Possible Trips, Visitors and Experiences	<p>Emergency services worker (police, fireman, doctor/paramedic etc) visit.</p> <p>Owl visit.</p>	<p>Postman visit.</p> <p>Diwali themed visit.</p>	<p>Trip to Pizza Express.</p> <p>Chinese New Year themed visit.</p>	<p>Growing seeds (cress, sunflowers etc).</p>	<p>Hesketh Farm Park trip.</p> <p>Chick eggs in class.</p>	<p>Caterpillars in class.</p> <p>Pilot virtual visit. pilotvisits@easyJet.com</p>
Occasions	<p>Roald Dahl Day – World Space Week – World Animal Day – National Poetry Day – World Mental Health Day Diwali</p>	<p>Halloween Bonfire Night National Recycling Week Remembrance Day Anti-Bullying Week Road Safety Week Children in Need Christmas Jumper Day –</p>	<p>Winnie the Pooh Day Chinese New Year National Storytelling Week Safer Internet Day Valentine's Day</p>	<p>Shrove Tuesday World Book Day International Women's Day British Science Week Mother's Day World Poetry Day</p>	<p>Eid-Al-Fitr VE Day Walk to School Week</p>	<p>Child Safety Week World Environment Day Father's Day World Music Day Eid-Al-Adha World Chocolate Day</p>

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EXPRESSIVE ARTS AND DESIGN	The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what they see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.					
Creating With Materials	Join in with songs, begin to mix colours, join in with role play games and use resources available for props.	Firework pictures. Christmas decorations and cards. Making diva lamps.	Pattern (tigers), Rousseau’s Tiger. Printing vegetables and making salt dough.	Mother’s Day cards. Easter cards, patterns on Easter eggs.	Media – collage and mixed materials (farm animals).	Make minibeasts out of clay/junk materials.
Being Imaginative and Expressive	Build models using construction equipment. Draw a self-portrait. Use a range of media to explore Autumn crafts – printing leaves, collage owls. Superhero masks. Begin Kodaly lessons (Music).	Using mixed media. Junk Modelling – transport/rockets thinking about form and function. Learning songs to take part in the Christmas performance (nativity). Role play – developing and acting out narratives based on books. Kodaly lessons.	Making lanterns, Chinese writing, puppet making, learning chinses songs. Make African instruments and listen to African music. Role play – developing and acting out narrative based on books. Dress up in African clothes. Kodaly lessons.	Role play – developing and acting out narratives based on books using dressing up clothes. Media – mixed materials (swords, crowns). Castle models. Kodaly lessons.	Construction – farm set. Create own performances and record them (what the ladybird did). Role play – developing and acting out narrative based on books. Kodaly lessons.	Seaside crafts – paper plate jellyfish, Rainbow Fish collages, sand pictures. Colour mixing – water pictures. Role Play – developing and acting out narratives based on books – going on holiday. Kodaly lessons.

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Parental Involvement	Transitional period Home visits Parents' Evening Phonics Workshop Bradley Bear Snuggle Pack	Play and Learn starts Nativity performance Bradley Bear Snuggle Pack Parent Reading Volunteers	Play and Learn Bradley Bear Snuggle Pack Parent Reading Volunteers	Play and Learn Parents' Evening Bradley Bear Snuggle Pack Parent Reading Volunteers	Play and Learn Bradley Bear Snuggle Pack Parent Reading Volunteers	Play and Learn Bradley Bear Snuggle Pack Parent Reading Volunteers Profiles shared with parents Reports sent out