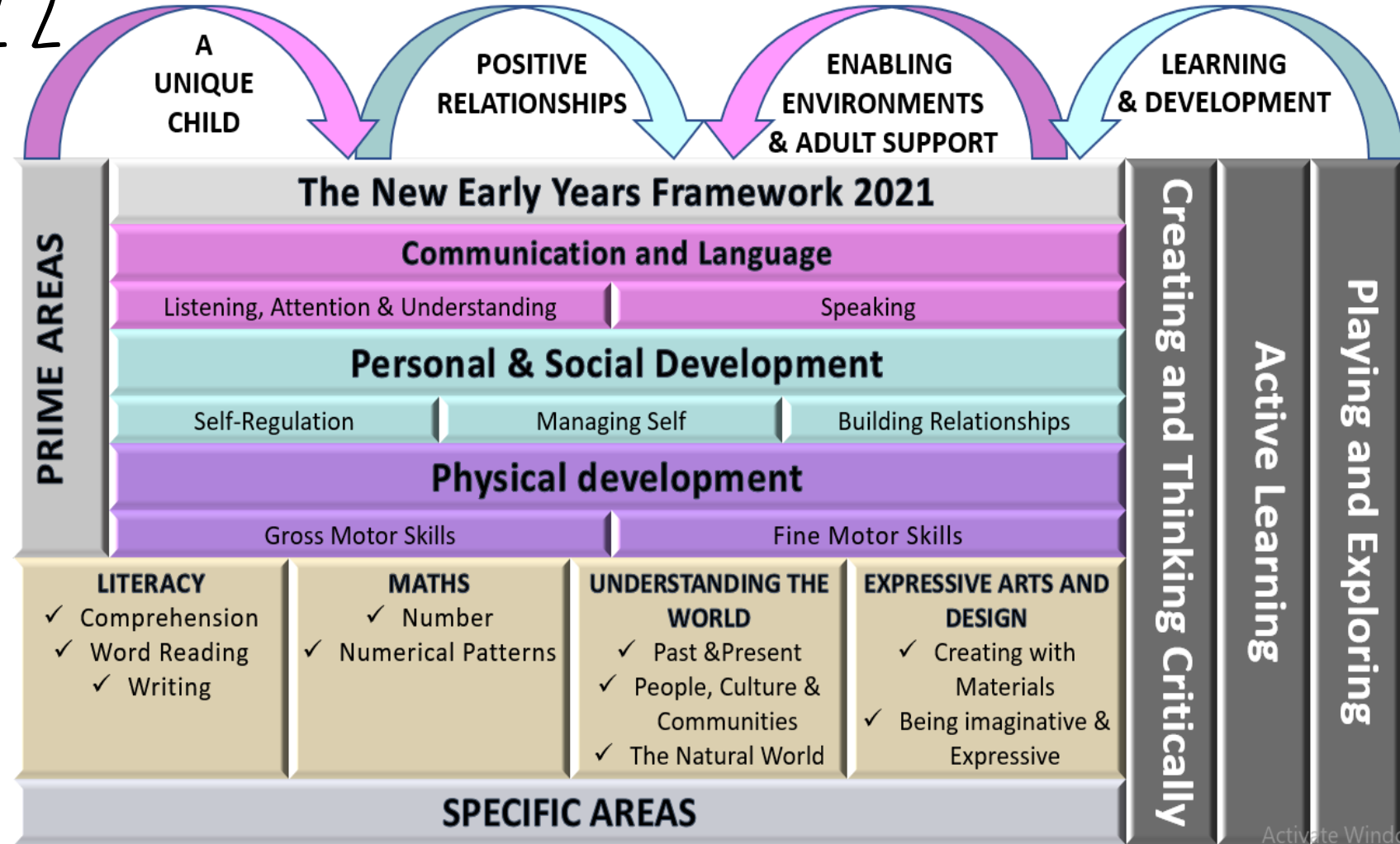


RECEPTION LONG TERM PLAN 21-22

Curriculum intent statement



Curriculum implementation statement



RECEPTION LONG TERM PLAN 21-22



AUTUMN 1



AUTUMN 2



SPRING 1



SPRING 2



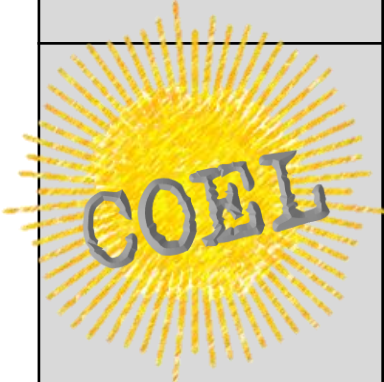
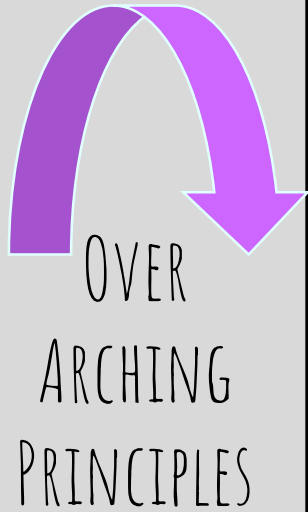
SUMMER 1



SUMMER 2

GENERAL THEMES/TOPICS NB: THESE TOPICS MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION	WHAT DO I KNOW ABOUT ME? <i>7 weeks</i> Starting school / my new class / New Beginnings / Golden Promises / People who help us / Careers / Staying healthy / Human body / How have I changed? / My family / What am I good at? / How do I make others feel? / Being kind / Staying safe / Little Red Hen - Harvest	WHAT ARE ALL OF THE LIGHTS IN THE SKY? <i>7 weeks</i> Seasonal Changes - Autumn Festivals & Celebrations: Diwali/ Hanukkah/ Christmas/ Bonfire Night Christmas Lists Letters to Father Christmas Traditional Tales The Nativity	ANIMALS! <i>6 weeks 3 days</i> Life cycles Habitats Safari Animals around the world Climates / Hibernation Down on the Farm Mini Beasts Animal Arts and crafts Night and day animals	HOW DOES MY GARDEN GROW? <i>6 weeks</i> Plants & Flowers Weather / seasons The great outdoors Forest School Planting seeds Make a sculpture: Andy Goldsworthy Reduce, Reuse & Recycle	WHERE IN THE WORLD HAVE YOU BEEN? <i>5 weeks</i> Around the Town How do I get there? Where do we live in the UK / world? Fly me to the moon! Vehicles past and Present	WHAT IS IT LIKE AT SEA? <i>6 weeks 3 days</i> Under the sea Holidays / Clothing Pirates & Mermaids Send me a postcard! Marine life Seaside's in the past Compare: Now and then! Seaside art
POSSIBLE KEY TEXTS	The Smartest Giant in Town The Colour Monster The Big Book of Families Owl Babies	The Leaf Thief We're Going on a Leaf Hunt The Jolly Christmas Postman Christmas Story / Nativity Rama and Sita	The Very Hungry Caterpillar Aghh Spider! Tiger who Came to Tea Pig in the Pond	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk A stroll through the seasons	The Snail and the Whale Handa's Surprise The Train Ride Beegu	Under the Sea Non – Fiction The Singing Mermaid The Journey World Atlases Tiddler
'WOW' MOMENTS / ENRICHMENT WEEKS	Autumn Trail All about my body 'People who help us' visit Harvest Time Halloween What do I want to be when I grow up? Video for parents.	Remembrance day Guy Fawkes / Bonfire Night Christmas Time / Nativity Diwali Hanukah Black History Month Remembrance day Road Safety Children in Need Anti- Bullying Week	Zoo/Farm visit Chinese New Year Valentine's Day LENT Story Telling Week Valentine's Day Internet Safety Day	Walk to the park / Picnic Planting seeds Magic beans Making vegetable soup Easter time Easter Egg Hunt Weather Forecast videos Nature Scavenger Hunt Mother's Day	Post a letter Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid D-Day Where's the 'Naughty Bus' today?	Visit to the beach Under the Sea – singing songs and sea shanties Father's Day Heathy Eating Week World Environment Day Pirate Day Making ice lollies

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GENERAL THEMES	WHAT DO I KNOW ABOUT ME?	WHAT ARE ALL OF THE LIGHTS IN THE SKY?	ANIMALS!	HOW DOES MY GARDEN GROW?	WHERE IN THE WORLD HAVE YOU BEEN?	WHAT IS IT LIKE AT SEA?
 	Characteristics of Effective Learning Playing and exploring: - Children investigate and experience things, and ‘have a go’. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning Active learning: - Children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence. Creating and thinking critically: - Children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.					
	Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured. Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community. Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time. Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others. VISION STATEMENT AND INTENT PLAY: STAFF STATEMENT REGARDING IMPORTANCE OF PLAY <i>Play is a crucial part of a child’s early development. Whilst at school we work together to ensure children are able to develop their creativity and imagination whilst developing their personal and communication skills to prepare children for the next step on their journey</i> Proverbs 22:6 <i>“Start children off on the way they should go, and even when they are old they will not turn from it.”</i> <i>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times</i>					

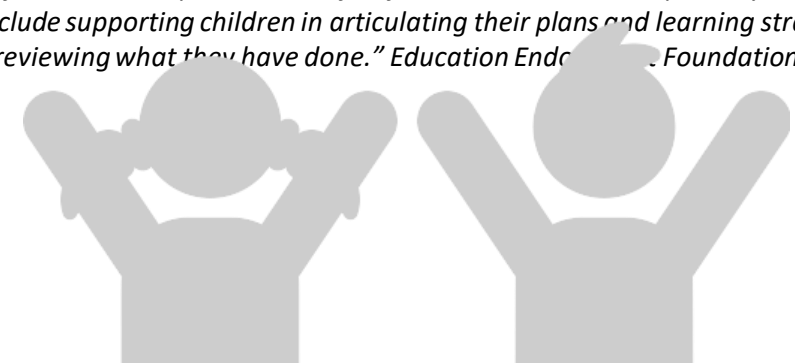


RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	WHAT DO I KNOW ABOUT ME?	WHAT ARE ALL OF THE LIGHTS IN THE SKY?	ANIMALS!	HOW DOES MY GARDEN GROW?	WHERE IN THE WORLD HAVE YOU BEEN?	WHAT IS IT LIKE AT SEA?
COMMUNICATION AND LANGUAGE	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.					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, “my turn, your turn”, ‘Communication Champion’ interventions, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions.	Welcome to EYFS Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? Rhyming and alliteration Familiar Print “My favourite ____ is” Sharing facts about me! Shared stories Owl Babies T4W Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”	Tell me a story! Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories through role play Story language Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. New vocab stickers. Choose books that will develop gaps in vocabulary. Catch the word Real life experience	Tell me why! 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 understanding. Answers questions Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs.	Talk it through! 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 Talk through activities whilst they play	What happened? 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 Comprehension and inference focus in Literacy Workshop. Clarifying meaning & vocabulary	Time to share! 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. Picture books – chn to narrate their own stories, drawing together all key CL skills .
DAILY STORY TIME						



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	RECEPTION LEARNING PERIOD YEAR 1 22					
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ABOUT ME?	ALL OF THOSE LIGHTS...?	ANIMALS!	HOW DOES MY GARDEN GROW?	WHERE IN THE WORLD?	WHAT IS IT LIKE AT SEA?
PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	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 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 adult modelling and guidance, they will learn how to look after their bodies, including healthy eating , and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life .					
MANAGING SELF	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Golden Promises Supporting children to build relationships Aspirations: Dreams and Goals	Getting on and falling out. How to deal with anger Emotions Self – Confidence building: Class roles and responsibilities Build 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.	Good to be me - Feelings Learning about qualities and differences and celebrating these 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 e.g. Social Stories	Relationships What makes a good friend? Healthy me 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	Looking after others Friendships Talking about what makes a good friend Dreams and Goals Show resilience and perseverance in the face of challenge. Growth mindset language Discuss why we take turns, wait politely, tidy up after ourselves and so on.	Taking part in sports day - Winning and losing Changing me Look how far I've come! Model positive behaviour and highlight exemplary behaviour of children in class, narrating what was kind and considerate about the behaviour. Positive behaviours moving to Y1
SELF - REGULATION	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly . Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate . Give focused attention to what the teacher says , responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.			“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning. In the early years, efforts to develop self-regulation often seek to improve levels of self-control and reduce impulsivity. Activities typically include supporting children in articulating their plans and learning strategies and reviewing what they have done.” Education Endowment Foundation.		
MY HAPPY MIND	✓ Controlling own feelings and behaviours ✓ Applying personalised strategies to return to a state of calm ✓ Being able to curb impulsive behaviours ✓ Being able to concentrate on a task ✓ Being able to ignore distractions ✓ Behaving in ways that are pro-social ✓ Planning ✓ Thinking before acting ✓ Delaying gratification ✓ Persisting in the face of difficulty.					
Creating lifelong habits and a positive mental wellbeing culture in which children build resilience, self-esteem and character.						



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ABOUT ME?	ALL OF THOSE LIGHTS..?	ANIMALS!	HOW DOES MY GARDEN GROW?	WHERE IN THE WORLD?	WHAT IS IT LIKE AT SEA?
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 , which is later linked to early literacy . Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence .					
FINE MOTOR	Threading, cutting, weaving, playdough, Fine Motor activities. Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp Pencil Grip Dough disco	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Show preference for dominant hand Engage children in structured activities: guide them in what to draw, write or copy. Teach and model correct letter formation. Squiggle as you wiggle	Threading, cutting, weaving, playdough, Fine Motor activities. Daily Dough Disco/Jungle Journey Begin to form letters correctly Handle tools, objects, construction and malleable materials with increasing control Encourage children to draw freely. Holding Small Items / Button Clothing / Cutting with Scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Daily Dough Disco/Jungle Journey Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Using scissors for a purpose	Threading, cutting, weaving, playdough, Fine Motor activities. Daily Dough Disco/Jungle Journey 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, like a circle	Threading, cutting, weaving, playdough, Fine Motor activities. Daily Dough Disco/Jungle Journey Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle / Start to colour inside the lines of a picture Start to draw pictures that are recognisable / Build things with smaller linking blocks, such as Duplo or Lego
GROSS MOTOR	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Changing for PE / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	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. Two-wheeled balance bikes and pedal bikes without stabilisers, skateboards, wheelbarrows, prams and carts are all good options	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	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.	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	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

FINE MOTOR

Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.

DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES

GROSS MOTOR



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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ABOUT ME?	ALL OF THOSE LIGHTS..?	ANIMALS!	HOW DOES MY GARDEN GROW?	WHERE IN THE WORLD?	WHAT IS IT LIKE AT SEA?
LITERACY COMPREHENSION: DEVELOPING A PASSION FOR READING Daily 'reading for pleasure' opportunities WORD READING Differentiation of Phonics groups – revised and assessed formatively and summatively to inform appropriate groupings Listen to children read aloud weekly, ensuring books are consistent with their developing phonic knowledge	It is crucial for children to develop a life-long 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)					
	Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme. Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book Sequencing familiar stories through the use of pictures to tell the story. Recognising initial sounds. Name writing activities. Engage in extended conversations about stories, learning new vocabulary.	Retell stories related to events through acting/role play. Christmas letters/lists. Retelling stories using images / apps. Pie Corbett Actions to retell the story – Story Maps. Retelling of stories. Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories. Sequence story – use vocabulary of beginning, middle and end. Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. Enjoys an increasing range of books	Making up stories with themselves as the main character. Encourage children to record stories through picture drawing/mark making for LAs. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read a few common exception words matched to phonics stage. Make the books available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	Information leaflets about animals in the garden/plants and growing. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day Timeline of how plants grow. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. They develop their own narratives and explanations by connecting ideas or events	Stories from other cultures and traditions Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative. Rhyming words. Parents reading stories Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions. Role play area – book characters	Can draw pictures of characters/ event / setting in a story Listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions. Make predictions Beginning to understand that a non-fiction is a non-story- it gives information instead. Fiction means story. - Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title. Sort books into categories.
	Phonic Sounds: Phase 1 – Environmental sounds. Starting Phase 2. Reading: Initial sounds, oral blending, CVC sounds, reciting known 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	Phonic Sounds: Phase 2 – differentiated groups (Phase 1 continued where applicable) 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 'into', help children identify the sound that is tricky to spell.	Phonic Sounds: Phase 2 & Phase 3 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'.	Phonic Sounds: Phase 2 & Phase 3 differentiated groups 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.	Phonic Sounds: Phase 3 differentiated groups (Phase 2 continued where applicable) 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'.	Phonic Sounds: Phase 3 & Phase 4 differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently. End of term assessments Transition work with Year 1 staff



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GENERAL THEMES	ABOUT ME?	ALL OF THOSE LIGHTS..?	ANIMALS!	HOW DOES MY GARDEN GROW?	WHERE IN THE WORLD?	WHAT IS IT LIKE AT SEA?
WRITING TFW USED AS STIMULUS ACROSS THE YEAR TEXTS MAY CHANGE DUE TO CHILDREN'S INTERESTS Only ask children to write sentences when they have sufficient knowledge of letter- sound correspondences.	Texts as a Stimulus: Nursery Rhymes Label characters Assessed Write: Drawing and labelling who lives in my house. Dominant hand, tripod grip, mark making, giving meaning to marks and labelling. Shopping lists, Writing initial sounds and simple captions. Use initial sounds to label characters / images. Silly soup. Names Labels. Captions Lists Diagrams	Texts as a Stimulus: The Little Red Hen (Journey story) Sequence the story Speech bubbles Assessed Write: Christmas Lists Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions. Help children identify the sound that is tricky to spell. Sequence the story Write a sentence	Texts as a Stimulus: Owl Babies CVC words / simple sentence writing using high frequency words Assessed Write: Animal Fact File Writing some of the tricky words such as 'I, me, my, to, the'. Writing CVC words, Labels using CVC, CVCC, CCVC words. Guided writing based around developing short sentences in a meaningful context. Create a story board.	Texts as a Stimulus: Jack and the Beanstalk – retell parts of the story / repeated refrains / speech bubbles Assessed Write: Retell of Jack and the Beanstalk Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Labels and captions – life cycles Character descriptions – The Giant! Write 2 sentences	Texts as a Stimulus: Handa's Surprise Retell the story in own words / reverse the journey Describe each animals Assessed Write: Innovation – Change parts of the story e.g. the animals and fruits. Writing recipes, lists. Writing for a purpose in role play using phonetically plausible attempts at words, beginning to use finger spaces. Form lower-case and capital letters correctly. Rhyming words. Acrostic poems	Texts as a Stimulus: Big Blue Whale (Information Text) Write facts about whales and other sea creatures Assessed Write: Write a postcard from the beach Story writing, writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Innovation of familiar texts Using familiar texts as a model for writing own stories. Write three sentences – B, M & E.



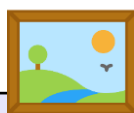
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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ABOUT ME?	ALL OF THOSE LIGHTS..?	ANIMALS	HOW DOES MY GARDEN GROW?	WHERE IN THE WORLD?	WHAT IS IT LIKE AT SEA?
MATHS <i>Numicon firm foundations</i> <i>Numberblocks</i>	Developing 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 relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. 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.					
	1: introducing the numicon shapes SSM focus Comparing sizes 2: Order numicon shapes SSM focus Comparing height and length of other objects and putting them in order 3: Introducing numicon shape patterns and number rods SSM focus 2D and 3D geometric shapes	4: Linking numicon shapes with number ideas and numerals SSM focus exploring capacity of various containers 5: Linking numerals with numicon shapes, and ordering number rods SSM focus 2D and 3D geometric shapes 6: Finding how many by grouping, and teen numbers SSM focus Length 7: Adding with numicon shapes SSM focus Weight	8: Adding 1 more SSM focus time 9: subtracting- finding the difference SSM focus money, comparing data on simple class pictogram 10: subtracting- taking away SSM focus 3D geometric shapes, sorting 11: Doubling and halving SSM focus Exploring mirror symmetry	12: Subtracting 1, connecting increase and decrease SSM focus noticing opposites when making comparisons 13: halving and sharing SSM focus Finding half by weighing, sharing liquids, cutting shapes in half 14: how many more, how many fewer SSM money 15: adding parts and wholes	16: subtracting- parts and wholes SSM focus Position and direction 17: connecting adding, subtracting and numberlines Length and distance 18: more teen numbers, adding and subtracting facts	Inspire maths Unit 1: numbers to 10



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GENERAL THEMES	ABOUT ME?	ALL OF THOSE LIGHTS...?	ANIMALS!	HOW DOES MY GARDEN GROW?	WHERE IN THE WORLD?	WHAT IS IT LIKE AT SEA?
UNDERSTANDING THE WORLD	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 – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. 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.					
RE / FESTIVALS	Identifying their family: Naming who they can see and of what relation they are to them / 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 / Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their community. Navigate around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs. Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations. Long ago – How time has changed?	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 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. 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. Introduce and use the BeeBots	Listen to stories and place 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. / Explore a range of jungle animals. Learn their names and label their body parts. Trip to 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. After close observation, draw pictures of the natural world, including animals and plants	Discuss what we will see on our journey to the park and how we will get there./ Building a 'Bug Hotel' 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. 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. / Look for children incorporating their understanding in their play Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Stranger danger (based on Jack and the beanstalk). Talking about occupations and how to identify strangers that can help them when they are in need.	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 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? / Look out for children drawing/painting or constructing 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 the children to NASA and America. / Discuss significant figures who have been to space and begin to understand that these events happened before they were born.	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 Mary Anning as the first female to find a fossil. Materials: Floating / Sinking – boat building Metallic / non-metallic objects Seasides 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. Can children differentiate between land and water.
	Me, Others and the World Around Me I am Special Harvest	Me, Others and the World Around Me Special People (values) Christmas	Jesus Stories Jesus Heard Stories Jesus Told	Jesus Stories Jesus Told Easter	Special Places, Times and Objects Friendship Special Places Church Visit	Special Places, Times and Objects Special Times Prayer



RECEPTION LONG TERM PLAN 21-22



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ABOUT ME?	ALL OF THOSE LIGHTS..?	ANIMALS!	HOW DOES MY GARDEN GROW?	WHERE IN THE WORLD?	WHAT IS IT LIKE AT SEA?
EXPRESSIVE ARTS AND DESIGN WEEKLY MUSIC WITH MRS CREBBIN <i>Painting, 3D modelling, messy play, collage, cutting, drama, role play, threading, moving to music, clay sculptures, following music patterns with instruments, singing songs linked to topics, making instruments, percussion.</i> <i>Children to produce a piece of art work each half term to be displayed for school / parents to show how drawings have developed - lots of links to Fine Motor Skills. Children to explain their work to others. Children will have opportunities to learn and perform songs, nursery rhymes and poetry linked to their work / interests and passions.</i>	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 children 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. Give children an insight into new musical worlds. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.					
	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. Sing call-and-response songs, so that children can echo phrases of songs you sing. Exposure to a variety of nursery rhymes Self-portraits, junk modelling, take picture of children's creations and record them explaining what they did. Exploring sounds and how they can be changed, tapping out of simple rhythms. Provide opportunities to work together to develop and realise creative ideas Talk about what they are	Use different textures and materials to create Firework pictures, Christmas decorations, Christmas cards, Divas Talk about materials and textures Listen to music and make their own dances in response. Make up own dance and songs Castle models Christmas songs/poems The use of story maps, props, puppets & story bags will encourage children to retell, invent and adapt stories. Role Play focus in Literary Workshop/CLL sessions The Nativity role play	Rousseau's Tiger / animal prints / Designing homes for hibernating animals. Collage owls / symmetrical butterflies Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks. Making lanterns, Chinese writing, puppet making, Chinese music and composition Shadow Puppets Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.	Make different textures; make patterns using different colours Explore ways to protect the growing of plants by designing scarecrows. Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers Mother's Day crafts Easter crafts School Role Play area Artwork themed around Eric Carle / The Seasons Provide a wide range of props for play which encourage imagination.	Design and make rockets. Design and make objects they may need in space, thinking about form and function. Creating outer of space pictures Learn a traditional African song and dance and perform it / Encourage children to create their own music. Junk modelling, houses, bridges boats and transport. Exploration of other countries – dressing up in different costumes. Retelling familiar stories Provide children with a range of materials for children to construct with.	Sand pictures / Rainbow fish collages Lighthouse designs Paper plate jellyfish / Cheerio starfish / bubble painting Puppet shows: Provide a wide range of props for play which encourage imagination. Salt dough fossils Water pictures, collage, shading by adding black or white, colour mixing Father's Day Crafts



RECEPTION LONG TERM PLAN 21-22

EARLY LEARNING GOALS – FOR THE **END OF THE YEAR** - HOLISTIC / BEST FIT JUDGEMENT!

 COMMUNICATION AND LANGUAGE	 PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	 PHYSICAL DEVELOPMENT	 LITERACY	 MATHS	 UNDERSTANDING THE WORLD	 EXPRESSIVE ARTS AND DESIGN
ELG: Listening, Attention and Understanding Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Hold conversation when engaged in back-and-forth exchanges with their teacher and peers ELG: Speaking Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	ELG: Self-Regulation Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. ELG: Managing Self Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. ELG: Building Relationships Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers;. Show sensitivity to their own and to others' needs.	ELG: Gross Motor Skills Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy and care when drawing.	ELG: Comprehension Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. ELG: Writing Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.	ELG: Number Have a deep understanding of number to 10, including the composition of each number; Subitise (recognise quantities without counting) up to 5; - Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. ELG: Numerical Patterns Verbally count beyond 20, recognising the pattern of the counting system; - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	ELG: Past and Present Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling. ELG: People, Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	ELG: Creating with Materials Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. ELG: Being Imaginative and Expressive Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.