

## Reception Long term Plan

2021-22

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Topic/Themes	All about Me! Harvest Bonfire Night Autumn	Celebrate!  Christmas Birthdays Diwali (inc light and dark) Advent Remembrance day	Dinosaurs/ Superheroes  Valentines day Chinese new year Pancake day	Fairy tales and Fantasy  Easter	Down on the Farm inc plants/food and minibeasts	Holidays/Summer/ Pirates
Trips WOW moments	Halloween party/dress up Christening Bread baking	Autumn walk Church visit	Library trip Nell Bank	Dress up day Picnic Easter egg hunt	Hesketh Farm Super market visit	Holiday day - paddling pools, ice cream van, deckchairs etc
Focus Texts	Pumpkin Soup Colour Monster Owl Babies The Little Red Hen	Dear Santa	We're Going on a Dinosaur Hunt?	Traditional Tales Focus on	Dinosaur's Love Underpants Harry and His Bucket Full of Dinosaurs 10 Little Dinosaurs	
Communication & Language	Taking turns to speak and listen Circle time Sharing stories Retelling Understanding questions and beginning to	Teaching modelling language Taking turns to speak and listen Asking and answering questions Explaining ideas	Taking turns to speak and listen Understanding how and why questions Explaining changes Learns new words and is able to use	Taking turns to speak and listen Understanding how and why questions Explaining changes Follow direction and instructions without support Uses talk	Retell stories to the class Listens attentively in different situation and respond appropriately Uses intonation, rhythm and phrasing to	Retell stories to the class Make predictions about stories, explaining why Use more complex sentences to link thoughts

	<p>respond appropriately Recognise and respond to many familiar sounds</p> <p>Letters and Sounds PHASE 1</p>	<p>Joins in with repeated refrains Understands who what where</p> <p>Letters and Sounds PHASE 1 &amp; 2</p>	<p>them in communicating</p> <p>Letters and Sounds PHASE 3</p>	<p>to connect ideas, explain what is happening and anticipate what might happen next</p> <p>Letters and Sounds PHASE 3</p>	<p>make the meaning clear to others.</p> <p>Letters and Sounds PHASE 4</p>	<p>Participate in discussions, offering their own ideas, using recently introduced vocabulary;</p> <p>Letters and Sounds PHASE 4/5</p>
<p>Maths</p>	<p><b>White Rose Maths</b> Number Place Value - Number to 5. 1,2,3,4,5.</p> <p>Addition and subtraction - sorting into groups</p> <p>Number and place value - comparing groups (Comparing quantities of identical objects/comparing quantities of non-identical objects)</p> <p>Addition and subtraction - change within 5 (one more/one less)</p> <p>Introduce a pentagon</p> <p>Measurement - Time (My day)</p>		<p><b>White Rose Maths</b> Addition and subtraction - Numbers to 5. (Number bonds to 5)</p> <p>Number and place value - Numbers to 10. Counting 6,7 and 8 Counting to 9 and 10. Comparing groups to 10.</p> <p>Addition and subtraction - Addition to 10. Combining two groups to find the whole. Number bonds to 10 - tens frame. Number bonds to 10 - part whole model</p> <p>Geometry - Shape and space - Spatial awareness, 3d Shapes, 2D shapes.</p>		<p><b>White Rose Maths</b> Geometry - Exploring patterns - making simple patterns Exploring more complex patterns Addition and subtraction - count on and back - adding by counting on Taking away by counting back.</p> <p>Number and place value - numbers to 20. Counting to 20.</p> <p>Multiplication and division - Numerical patterns - doubling, halving and sharing, odds and evens.</p> <p>Measurement - Measure - length, height and distance. Weight Capacity</p>	
<p>Physical Development</p>	<p>Developing fine and gross motor skills, promoted through continuous provision and purposeful activities. Pencil control and scissor control. Moves freely in a range of ways and negotiates space successfully. Experiments with different ways of moving.</p>					
<p>Literacy</p>	<p>Promoting and encouraging mark-making activities in independent play. Encouraging children to give meaning to marks they make with pens, pencils, chalks, in the sand, with paintbrushes, etc.</p>					

	<p>Rhyme/ alliteration Oral blending and segmenting Oral retelling of stories Recognising rhyme Mark making pictures Reading and writing CVC words Reading and writing phase 2 sounds Giving meaning to marks and they draw and paint Writing labels Name writing</p>	<p>Rhyme/ alliteration Oral blending and segmenting Giving meaning to marks and adding labels Resigning rhyme independently Reading and writing CVC words Reading and writing phase 2 sounds Joins in with repeated refrains Begin to form lower-case letters correctly Writing a lists/labels</p>	<p>Rhyme/ alliteration Oral blending and segmenting Beginning to read and form words and simple sentences Introduce phase 3 phonics into reading and writing Awareness of the way stories are structured Form letters correctly Identify tricky words to read and write. Write captions</p>	<p>Rhyme/ alliteration Oral blending and segmenting Re-read what they have written to make sure it makes sense Read and write words and form sentences Form letters correctly Identify tricky words to read and write Retell/ re-write a story. Write captions.</p>	<p>Read words consistent with their phonic knowledge by sound-blending Use and understand recently introduced vocabulary. Apply connectives in writing to extend sentence length Apply sound knowledge with accuracy Retell/ re-write a story. Write a sentence.</p>	<p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words Begin to sequence 2-3 sentences within purposeful fiction/ non-fiction writing, Use description in extended pieces of writing. Write a series of sentences.</p>
<p>Understanding of the world</p>	<p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p> <p>Distinguish between familiar past and present events</p> <p>Begin to understand that some places are special to</p>	<p>Begin to understand that some places are special to members of their community</p> <p>Family customs and traditions at home</p> <p>Develop knowledge and awareness of different celebrations and festivals</p> <p>Describe what they see, hear and feel</p>	<p>Explore the natural world around them some places are special to members of their community</p> <p>Distinguish between familiar past and present events</p> <p>Spring changes</p>	<p>Similarities and differences in different beliefs, celebrations and countries</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Know some similarities and differences between things in the past and now</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>Know some similarities and</p>	<p>Know some similarities and differences between different religious and cultural communities</p> <p>Recognise some similarities and differences between life in this country ad life in other countries.</p> <p>Use ICT to interact with age</p>

	members of their community  Understand the effect of changing seasons on the natural world around them	Explore the natural world around them			differences between the natural world around them and contrasting environments  Summer changes	appropriate computer software
Expressive Arts and Design	Children are provided with open-ended opportunities to extend their Expressive Arts and Design experiences through role-play opportunities within the learning environments and access to a creative area where they can draw, paint and make pictures and models. Opportunities for experiences of music are built into the daily routine through song and dance and in time, through PE sessions.					
	Select resources with purpose Role play with other children  Joining in with singing favourite songs	Use a variety of tools safely Return to and build upon previous learning  Creates sound with musical instruments Moving rhythmically and respond to music	Create collaboratively sharing ideas, resources and skills  Develop storylines in their pretend play Learning how sound can be changed Describe and explore texture	Use various construction materials and tools with skill and purpose  Develop storylines in their pretend play. Explore and engage in music making and dance	Share their creations, explaining the process they have used  Experiment with colour, design, texture, form and function Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music	Share their creations, explaining the process they have used  Make use of props and materials when role playing characters in narratives and stories. Plays cooperatively as part of a group to develop and act out a narrative
Personal, Social & Emotional Development	Rules, routines, boundaries and expectations will continually be a focus for the children during their time in the early years. These will be reinforced continually and built upon					
	Moving on and settling in. Learning new routines Getting	Adapting to changes in routine, e.g. attending Worship, going	Building on play with other children Working as a team to	Getting ready to move on. How have we changed? What can we		

	<p>to know one another and making friends Following rules, routines and boundaries Expresses own preferences and interests Begin to build constructive and respectful relationships Promoting and developing</p>	<p>to Mass, etc. Building confidence to explore. Discuss feelings and needs of others Promoting kindness and working together as a team Shows confidence in asking for help and confident to speak to others</p>	<p>begin to solve problems. Extending play ideas with others Initiating play with others Set own goals and show resilience and perseverance in the face of challenge See self as a valuable individual Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p>	<p>do now that we couldn't do at the beginning of the year? Talk about favourite moments and what we are looking forward to as we grow and move on.</p>
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