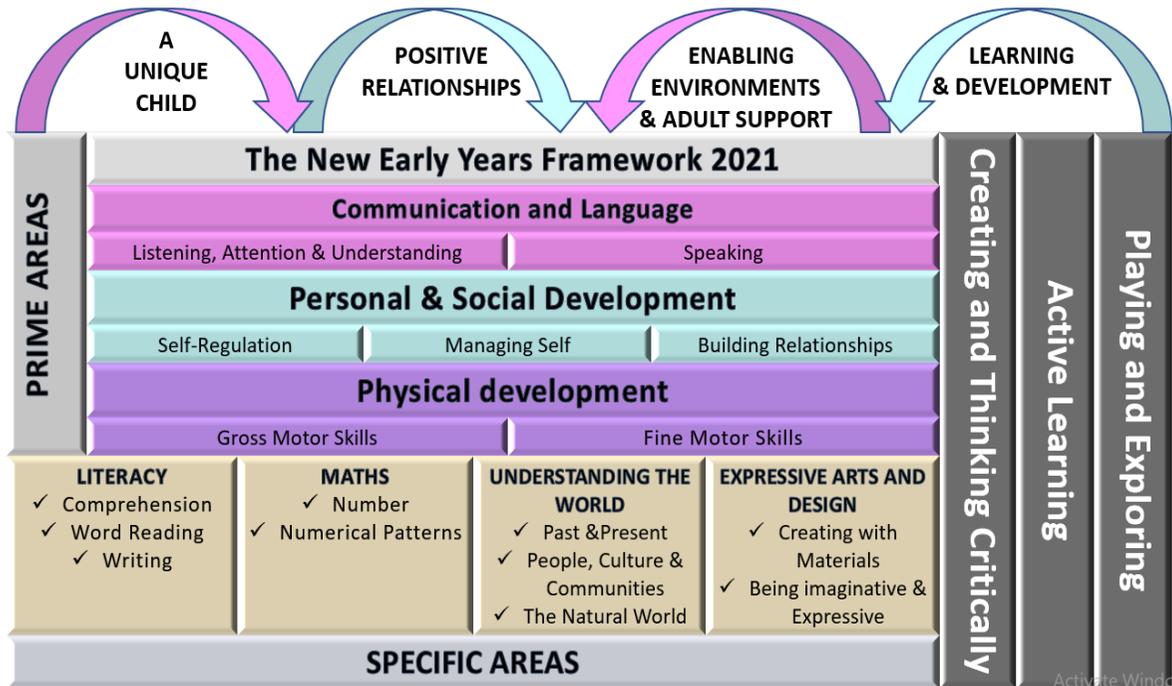




# Reception Long Term Plan 21-22

*“Children will an abundance of opportunities to learn through play. We will ensure that learning will be fun, engaging and we will challenge and support all children where ever their starting point. We planned an exciting, holistic curriculum where children will be taught skills for life throughout different topics and experiences. We don’t make the children to fit our curriculum, we’ll adapt and revise our planning based on our observations, assessments and next steps”*



*As an EYFS team and effective role models, we will provide high quality interactions in order to develop and deepen the children’s learning opportunities. We will deliver our curriculum through a balance of adult led and child-initiated activities based on the EYFS Framework 21’ & children’s interests.” Sacred Heart EYFS Team.*

*“We understand and appreciate the importance of the outdoor environment for our children. It is a continuation of our indoor provision and it will be used at every opportunity. At Sacred Heart, we provide our children with opportunities to develop their gross motor skills, to deepen their imaginations and also their sense of curiosity. We want the children to feel safe and secure at all times and ensure that our safeguarding procedures are rigorous and kept up to date.*

*“Communication is important to us and we greatly value the relationship that we develop with parents throughout this vital year.” At Sacred Heart EYFS Team.*



# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General themes</b>	<i>All about me! Am I a superhero?</i>	<i>Who is afraid of the Big Bad Wolf?</i>	<i>What happens in other worlds?</i>	<i>Come outside! How did people from the past get around?</i>	<i>Where do animals live? Are Minibeasts like me? Are Plants Alive? Amazing animals</i>	<i>Where would you bury your treasure?</i>
<b>COEL</b>	<p><b>Characteristics of Effective Learning</b></p> <p><b>Playing and exploring:</b> - 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</p> <p><b>Active learning:</b> - 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.</p> <p><b>Creating and thinking critically:</b> - 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.</p>					
 <b>Over Arching Principles</b>	<p><b>Unique Child:</b> Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p><b>Positive Relationships:</b> Children flourish with warm, strong &amp; positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone – embrace each community.</p> <p><b>Enabling environments:</b> 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.</p> <p><b>Learning and Development:</b> 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.</p> <p><b>PLAY:</b> At Sacred Heart School, we understand that children learn best when they are absorbed, interested and active. We understand that active learning involves other children, adults, objects, ideas, stimuli and events that aim to engage and involve children for sustained periods. We believe that Early Years education should be as practical as possible and therefore , we are proud that our EYFS setting has an underlying ethos of ‘Learning through play. PLAY is essential for children’s development across all areas. Play builds on children’s confidence as they learn to explore, to relate to others around them and develop relationships , set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by adults.’ EYFS Team</p> <p><b>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</b></p>					



# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General themes</b>	<i>All about me! Am I a superhero?</i>	<i>Who is afraid of the Big Bad Wolf?</i>	<i>What happens in other worlds?</i>	<i>Come outside! How did people from the past get around?</i>	<i>Where do animals live? Are Minibeasts like me? Are Plants Alive? Amazing animals</i>	<i>Where would you bury your treasure?</i>
<b>Personal, Social and Emotional Development</b>	<i>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.</i>					
<b>Managing Self</b> <b>Self-Regulation</b> <b>Link to Behaviour for Learning</b>	<i>Identify and express their own feelings</i>  <i>Understand healthy living and make healthy choices</i>	<i>Think about the perspectives of others</i>  <i>Show understanding of others feelings (empathy)</i>	<i>Work towards goals (e.g. choose a model to make, decide how to rescue small world characters) and make steps to meet it.</i>	<i>Follow instructions-making models etc.</i>	<i>Be confident to try new activities</i>  <i>Develop independence</i>	<i>Set and work towards simple learning goals (link to own reports)</i>



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*Show an understanding of their own feelings and those of others, and begin to regulate their behavior 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.*

- ✓ *Controlling own feelings and behaviors*
- ✓ *Applying personalised strategies to return to a state of calm*
- ✓ *Being able to curb impulsive behaviors*
- ✓ *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.*

*“Self-regulatory skills can be defined as the ability of children to manage their own behavior 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.*





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<p><b>PSED linked with RE plan</b></p> <p><b>Units of work</b></p>	<p><b>Autumn term:</b></p> <p><b>EYFS Module One: Created and Loved by God</b> explores the individual. Rooted in the teaching that we are created by God out of love and for love, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p>	<p><b>Spring term</b></p> <p><b>EYFS Module 2: Created to Love Others</b> explores the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this Module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe</p>	<p><b>Summer term</b></p> <p><b>EYFS Module Three: Created to Live in Community</b> explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good</p>
<p><a href="https://www.tentenresources.co.uk/relationship-education-subscribers/whats-new-2021-2022/">https://www.tentenresources.co.uk/relationship-education-subscribers/whats-new-2021-2022/</a></p>	<p><b>Unit 1– Religious Understanding</b></p> <p>introduces children to the story of creation, where God created the earth, sea, stars, plants, animals and humans. The five-story sessions encourage children to creatively explore this topic and help them to deeply know that they are created by God out of love and for love.</p> <p><b>In Unit 2 – Me, My Body, My Health,</b> children meet the story book characters of Freddy Teddy, Mollie the Cat and Billy Bird who will reappear throughout this scheme of work. Children will learn about their uniqueness in real terms, including celebrating differences and individual gifts, talents and abilities. They will learn about</p>	<p><b>The two part session in Unit 1 – Religious Understanding</b> firstly helps children to understand why the Bible is so special to Christians, and secondly helps children to act out the Gospel account of Jesus washing His disciples' feet, showing that He loves us and is a role model for us to copy in loving one another.</p> <p><b>In Unit 2 – Personal Relationships</b> teaches us how to forgive ourselves and others. children will expand their vocabulary by applying names to different family/friend relationships, consider positive/negative behaviour in relationships and learn to look to Jesus as their role model for a good friend. Children will learn to</p>	<p><b>Unit 1 – Religious Understanding</b> introduces in a very simple way the concept of the Trinity, where God is three-in-one and each part loves the others and loves us. Children will come to understand that as we are made in the image of God, we are designed to love God and love one another in our wider communities too. Through the story of Jesus feeding the 5000 with just the humble offering of a small boy, children will learn that our loving actions can be used by God to do incredible things</p> <p><b>Unit 2 – Living in the Wider World</b> helps children to extend their understanding of communities from Unit 1, as they learn about the responsibilities they have to people, places and the planet now and increasingly as they get older.</p>



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	<p><i>looking after and using their God-given bodies and develop their vocabulary around this topic.</i></p>	<p><i>resolve conflict and the importance of asking for forgiveness: that when we hurt others, we also hurt Jesus – but that Jesus</i></p>	
	<p><b>Over the three sessions of Unit 3 – Emotional Well-Being</b>, children will learn about likes, dislikes and self-acceptance. They will learn from Freddy Teddy and his friends how to describe different feelings, both good and bad. Finally through a real world example, children will learn that actions have consequences; that when we make mistakes we should say sorry and ask for forgiveness.</p> <p>Through Mollie the Cat and Billy Bird talking about their respective journeys from kitten/egg to adult animals, in <b>Unit 4 – Life Cycles</b> children will explore the natural human cycle of life, focusing on what children can remember about their development so far and what they know will happen as they get older. This is underpinned by the religious understanding that growing up is part of God’s plan for our lives and that we are loved by Him at every life stage.</p>	<p><b>In Unit 3 – Keeping Safe</b>, children learn practical ways to stay safe inside and out, about bodily privacy (including the NSPCC PANTS message that ‘privates are private’) and the importance of talking to their ‘special people’ if anything troubles them. Children will meet animated expert Dr Datfa, who advises on medicine safety and the people who help us in emergencies (a session that can be linked to the ‘People Who Help Us’ topic in EYFS). All these topics are underpinned by the religious teaching that we are created and loved by God, with bodies and minds that He wants us to keep safe.</p>	<p><b>Final assessments</b></p>



# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Communication and Language</b> <i>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</i>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s <b>back-and-forth interactions</b> 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 <b>language-rich environment</b> is crucial. By commenting on what children are interested in or doing, and echoing back what they say with <b>new vocabulary added</b>, practitioners will build children's language effectively. <b>Reading frequently to children</b>, and <b>engaging them actively in stories</b>, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and <b>embed new words in a range of contexts</b>, will give children the opportunity to thrive. Through <b>conversation, story-telling and role play</b>, where children <b>share their ideas</b> with support and <b>modelling</b> from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a <b>rich range of vocabulary</b> and <b>language structures</b>.</p> <p><i>We understand that children will make progress at different times. There is no right time... they will progress when they are ready</i></p>					
<b>Whole EYFS Focus – C&amp;L is developed throughout the year through high quality interactions, daily group discussions, sharing circles, PSHE times, RE, stories, singing, speech and language interventions, Pie Corbett T4W actions, EYFS productions, assemblies and weekly interventions. Daily story time</b>	<p><b>Welcome to EYFS</b> Settling in activities Making friends Children talking about experiences that are familiar to them What are your passions / goals / dreams? This is me! Rhyming and alliteration Familiar Print Sharing facts about me! Mood Monsters Shared stories All about me! Model talk routines through the day. For example, arriving in school: “Good morning, how are you?”</p>	<p><b>Tell me a story!</b> Settling in activities Develop vocabulary Discovering Passions Tell me a story - retelling stories Story language Word hunts Listening and responding to stories Following instructions Takes part in discussion Understand how to listen carefully and why listening is important. Use new vocabulary through the day. Choose books that will develop their vocabulary.</p>	<p><b>Tell me why!</b> Using language well 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 they understand what has been said to them. Describe events in some detail. Listen to and talk about stories to build familiarity and understanding. Learn rhymes, poems and songs. Hail Mary</p>	<p><b>Talk it through!</b> Settling in activities 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</p>	<p><b>What happened?</b> Settling in activities 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</p>	<p><b>Time to share!</b> 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.</p>



# Reception Long Term Plan 21-22

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<b>Physical development</b>	Physical activity is <b>vital</b> in children's all-round development, enabling them to <b>pursue happy, healthy and active lives</b> . Gross and fine motor experiences develop incrementally throughout early childhood, starting with <b>sensory explorations</b> and the development of a <b>child's strength, co-ordination and positional awareness</b> 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 <b>core strength, stability, balance, spatial awareness</b> , co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. <b>Fine motor control and precision helps with hand-eye co-ordination</b> , which is later linked to <b>early literacy</b> . 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 <b>proficiency, control and confidence</b>					
<p><i>Fine motor</i></p> <p>Continuously check the process of children's handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.</p> <p><b>Daily opportunities for Fine Motor Activities</b></p> <p>See this link for ideas</p> <p><a href="https://highlandliteracy.com/emerging-literacy-pencil-control-skills/">https://highlandliteracy.com/emerging-literacy-pencil-control-skills/</a></p>	<p>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</p>	<p>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.</p>	<p>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. Holding Small Items / Button Clothing / Cutting with Scissors</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed</p>	<p>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, like a circle / Draw a cross</p>	<p>Threading, cutting, weaving, playdough, Fine Motor activities. 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</p>
	Cooperation games i.e. parachute games.	Ball skills- throwing and catching.	Ball skills- aiming, dribbling, pushing,	Balance- children moving with confidence dance related activities	Obstacle activities	Races / team games involving gross motor movements



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<p><b>Gross motor</b> <b>PE</b></p>	<p>Climbing – outdoor equipment Different ways of moving to be explored with children <b>Changing for PE</b> / Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.</p>	<p>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</p>	<p>throwing &amp; 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</p>	<p>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.</p>	<p>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</p>	<p>dance related activities Allow less competent and confident children to spend time initially observing and listening, without feeling pressured to join in. Gymnastics ./ Balance</p>
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## From Development Matters 20’:

*Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing*

*Progress towards a more fluent style of moving, with developing control and grace.*

*Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics and other sports.*

*Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.*

*Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.*

*Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. Develop overall body-strength, balance, co-ordination and agility.*

*Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.*

*All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.*



# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General themes</b>	<i>All about me! Am I a superhero?</i>	<i>Who is afraid of the Big Bad Wolf?</i>	<i>What happens in other worlds?</i>	<i>Come outside! How did people from the past get around?</i>	<i>Where do animals live? Are Minibeasts like me? Are Plants Alive? Amazing animals</i>	<i>Where would you bury your treasure?</i>
<b>Literacy Comprehension</b> - Developing a passion for reading Children will visit the library weekly  <b>Word Reading</b> Children will be reading at least twice a week. We will focus on application of phonics skills and reading comprehension. Children will read decodable books/matching their phonics knowledge.	It is crucial for children to develop a <b>life-long love of reading</b> . Reading consists of two dimensions: <b>language comprehension and word reading</b> . 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 <b>enjoy rhymes, poems and songs together</b> . Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words ( <b>decoding</b> ) and the <b>speedy recognition of familiar printed words</b> . Writing involves <b>transcription</b> (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing)					
	<b>Joining in with rhymes and showing an interest in stories with repeated refrains. Environment print. Having a favourite story/rhyme.</b> <b>Understand the five key concepts about print:</b> - 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 <b>Sequencing familiar stories through the use of pictures to tell the story.</b> <b>Recognising initial sounds. Name writing activities. Engage in extended conversations</b>	<b>Retell stories related to events through acting/role play.</b> <b>Christmas letters/lists. Retelling stories using images / apps.</b> <b>Pie Corbett Actions to retell the story – Story Maps. Retelling of stories.</b> <b>Editing of story maps and orally retelling new stories. Non-Fiction Focus Retelling of stories.</b> <b>Sequence story – use vocabulary of beginning, middle and end.</b> <b>Blend sounds into words, so that they can read short words made up of</b>	<b>Making up stories with themselves as the main character – Using Tales Toolkit strategy. Encourage children to record stories through picture drawing/mark making.</b>  <b>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</b> <b>Read a few common exception words matched to RWI. Make the books</b>	<b>Information leaflets about animals in the garden/plants and growing.</b>  <b>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. World Book Day</b>  <b>Timeline of how plants grow.</b>  <b>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</b>  <b>They develop their own narratives and</b>	<b>Stories from other cultures and traditions</b>  <b>Retell a story with actions and / or picture prompts as part of a group - Use story language when acting out a narrative.</b> <b>Rhyming words.</b>  <b>Parents reading stories</b>  <b>Can explain the main events of a story - Can draw pictures of characters/ event / setting in a story. May include labels, sentences or captions.</b>	<b>Can draw pictures of characters/ event / setting in a story</b>  <b>Listen to stories, accurately anticipating key events &amp; respond to what they hear with relevant comments, questions and reactions.</b>  <b>Make predictions</b>  <b>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.</b>  <b>Sort books into categories.</b>



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	about stories, learning new vocabulary.	known letter– sound correspondences. Enjoys an increasing range of books	available for children to share at school and at home. Avoid asking children to read books at home they cannot yet read	explanations by connecting ideas or events		
	<p>Phonic Sounds: Storytime phonics Phase 1 and 2. Set 1 whole class Reading: Initial sounds, oral blending, CVC sounds, reciting know 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</p>	<p>Phonic Sounds: Storytime phonics phase 2 <b>Assessments</b> Differentiated groups 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  Introduce TTW and HFW</p>	<p>Phonic Sounds: Storytime phonics 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’.</p>	<p>Phonic Sounds: Storytime phonics phase 3 <b>Assessments</b> 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.</p>	<p>Phonic Sounds: Storytime phonics phase 4 Differentiated groups: 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’.</p>	<p>Phonic Sounds: Storytime phonics 4 Differentiated groups Reading: Reading simple sentences with fluency. Reading CVCC and CCVC words confidently.  <b>End of term assessments</b>  Transition work with Year 1 staff</p>

*We will provide experiences which build on children’s existing knowledge and understanding in order to challenge, stimulate and extend their learning and development*



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<b>Writing</b>	Texts may change throughout the year according to children's interests					
	Literacy spine					
TFW used as stimulus across the year  Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.	<b>Texts as a Stimulus:</b> Elmer by David McKee - adjectives  Here we are  Goldilocks and the Three Bears  Supertato   Nursery Rhymes	<b>Texts as a Stimulus:</b> The three little pigs  Little Red Hen by Byron Barton - instructions  The enormous turnip by Alexei Tolstoy – oral rehearsal  Autumn Poetry  The jolly postman  The gingerbread man The Christmas' story	<b>Texts as a Stimulus:</b> The little penguin  We're going on a bear hunt  The teddy bear's picnic  Create a dinosaur book  I dreamt I was a dinosaur  Non-fiction dinosaurs and fossils books  Chinese New Year	<b>Texts as a Stimulus:</b> The Very Hungry Caterpillar  Jack and the beanstalk  The Three Billy Goats Gruff (Usborne first stories) by Heather Amery  Non-fiction: Minibeasts	<b>Texts as a Stimulus:</b> Where do I live? Maps  Owl Babies (Tale of Fear)  What the ladybird heard  Farm animals- non-fiction  Oliver vegetables  Healthy living books- non-fiction Walking through the jungle- jungle animals	<b>Texts as a Stimulus:</b> Handa's Surprise (Journey story) Retell the story in own words / reverse the journey  Big Blue Whale (Information Text) Write facts about whales Write a postcard / diary writing  My Holiday – recount



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	<p>Label characters Elmer (friendship) – Create an I wish picture / make marks</p> <p>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 Messages – Create a Message centre!</p>	<p>Create a wanted poster to catch the wolf</p> <p>Little red hen Sequence the story Speech bubbles</p> <p>Name writing, labelling using initial sounds, story scribing. Retelling stories in writing area, instructions for porridge.</p> <p>Help children identify the sound that is tricky to spell.</p> <p>Sequence the story Write a sentence</p>	<p>CVC words / simple sentence writing using high frequency words</p> <p>(Cumulative) Labels and simple captions</p> <p>Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words.</p> <p>Guided writing based around developing short sentences in a meaningful context. Create a story board.</p>	<p>The Three Billy Goats Gruff (Defeat Monster)</p> <p>Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar - (Cumulative) Describe foods / adjectives</p> <p>Healthy Food – My Menu / Bean Diary</p> <p>Creating own story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany story maps. Order the Easter story. Labels and captions – life cycles Recount – A trip to the park Character descriptions. Writing sentences</p>	<p>Mini beasts – Animal Fact File – Compare two animals</p> <p>Mr Gumpy’s Outing (Cumulative) Report about the animals falling into the water Describe each animals Write new version 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 Riddles</p>	<p>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. Character description – Rainbow Fish Writing more complex sentences – B, M &amp; E. Sentences- finger spaces, caps letter, full stops Use and understand new vocabulary from songs and stories Sequence and retell stories Adapt narratives</p>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General themes</b>	<i>All about me! Am I a superhero?</i>	<i>Who is afraid of the Big Bad Wolf?</i>	<i>What happens in other worlds?</i>	<i>Come outside! How did people from the past get around?</i>	<i>Where do animals live? Are Minibeasts like me? Are Plants Alive? Amazing animals</i>	<i>Where would you bury your treasure?</i>
<b>Maths</b> <i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.”</i> — Shakuntala Devi <i>Mathematics Mastery</i> White Rose Maths	Developing a <b>strong grounding in number</b> is essential so that all children develop the necessary <b>building blocks</b> to excel mathematically. Children should be able to <b>count confidently</b> , develop a deep understanding of the <b>numbers to 10</b> , the <b>relationships between</b> them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using <b>manipulatives</b> , including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which <b>mastery of mathematics</b> is built. In addition, it is important that the curriculum includes <b>rich opportunities for children to develop their spatial reasoning</b> skills across all areas of mathematics including shape, space and measures. It is important that children <b>develop positive attitudes and interests in mathematics</b> , look for <b>patterns and relationships</b> , spot <b>connections</b> , ‘have a go’, <b>talk to adults</b> and peers about what they notice and not be afraid to make mistakes.					
	<b>Just Like me</b> Week 1 <i>Matching and Sorting (other book idea - ‘Monkey Puzzle’)</i> Week 2 <i>Comparing size, mass, amounts, capacity</i> Week 3	<b>It’s me 1, 2, 3</b> Week 1 <i>Representing 1,2,3 (Numberblocks 1,2,3)</i> Week 2 <i>Composition of 1,2,3 Comparing 1,2,3</i> Week 3 <i>Circles and triangles Positional Language</i> <b>Light and Dark</b> Week 1 <i>Representing numbers to 5</i>	<b>Alive in 5</b> Week 1 <i>Introducing 0 Comparison to 5</i> Week 2 <i>Comparison to 5 Composition to 5</i> Week 3 <i>Comparing mass (2) Compare capacity</i> <b>Growing 6, 7, 8</b> Week 1 6,7,8 Week 2	<b>Building 9 and 10</b> Week 1 <i>9 and 10</i> Week 2 <i>Comparing numbers to 10</i> <i>Bonds to 10</i> Week 3 <i>3D shapes Pattern</i> <b>Consolidation</b> <i>Composition Subitising Comparison Counting on and Back</i>	<b>To 20 and Beyond</b> Week 1 <i>Building Numbers beyond 10</i> Week 2 <i>Counting patterns beyond 10</i> Week 3 <i>Spatial Reasoning</i> <b>First, Then, Now</b> Week 1 <i>Adding More</i> Week 2 <i>Taking Away</i>	<b>Find my Pattern</b> Week 1 <i>Doubling</i> Week 2 <i>Sharing and Grouping</i> Week 3 <i>Even and Odd Spatial Reasoning</i> <b>On the Move</b> Week 1



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	<i>Exploring patterns</i>	<i>Week 2 Composition of 4,5 Week 3 Shapes with 4 sides/Time</i>	<i>Making pairs Combining 2 groups Week 3 Length and Height Time</i>	<i>Matching Recognition    Numeral Ordering</i>	<i>Week 3 Spatial Reasoning</i>	<i>Deepening understanding problem solving Week 2 Patterns and Relationships Week 3 Spatial Reasoning</i>
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# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General themes</b>	<b>All about me!</b> <b>Am I a superhero?</b>	<b>Who is afraid of the Big Bad Wolf?</b>	<b>What happens in other worlds?</b>	<b>Come outside!</b> <b>How did people from the past get around?</b>	<b>Where do animals live?</b> <b>Are Minibeasts like me?</b> <b>Are Plants Alive?</b> <b>Amazing animals</b>	<b>Where would you bury your treasure?</b>
<b>Understanding the world</b> <b>Rising stars</b>  <b>RE</b> (see individual year plan) / Festivals Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships. They will begin to understand and value the differences of individuals and groups within their own community. Children will have opportunity to develop their emerging moral and cultural awareness	<b>RE: The tiger who came to tea</b> <b>Unit Sound Collectors</b> Myself, my body,  <b>Biscuit Bears</b>  Time (Daily routines)  Place (School environment)  ICT (learning what computers are for and how to log on)  Exploration and Investigation (Using a digital camera)  <i>Trip- My local environment teddy bears picnic</i>	<b>Mud Glorious Mud</b> <b>Light Magic</b>  Exploration and Investigation (Day and Night/Light Sources)  Harvest: History of harvest and think about crops  Fireworks night: (The Gunpowder Plot/The Story of Rama and Sita)  (Festivals – (Diwali Christmas, Hanukkah, Eid) <b>Save the Gingerbread Man</b> <b>Past and present traditions with Christmas story told</b>  <i>Trip – Autumn Walk</i>	<b>Frozen</b>  <b>Whatever the Weather</b>  <b>Socks</b>  ICT (Digital camera/ CD player etc.)  <b>Communities</b> <b>(People who help us)</b>  Chinese new year – food tasting/ own festival  <b>Dinosaurs</b>  Dinosaur period – what was it like – how life as evolved	<b>Into the Woods</b> (Food) – Shove Tuesday 4th March (The Run Away Chipatti)  ICT (Internet Safety) <b>Slimy Things</b>  (Special Stories - Easter Story)  ICT (Drawing pictures of a pirate)  Fishing - floating and sinking  Magnets <b>Pets and Vets</b>	<b>The Potting Shed</b>  Growing beanstalks/peas/mushroom  ICT (Logging in and opening up a software on computers)  <b>Life Cycles – frog, chicks</b>  Farm animals  <i>Pet caterpillars to watch grow</i>  <i>Trip – Farm</i> <b>Baby animals</b>	<b>Superhero Materials</b>  <b>Food of the Seasons</b>  Place (Habitats and features of places)  ICT (2Create a Story) Place (My home focusing upon different animals habitats such as ocean, jungle, desert etc.)  Exploration and Investigation (Melting and Freezing)



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<p>Further learning opportunities for U&amp;W linked with RE:</p>	<p><b>Understanding the world involves guiding children to make sense of their physical world and their community.</b> 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.</p>					
	<p>Identifying their <b>family</b>. 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 <b>places they have been with their family</b>. Can draw similarities and make comparisons between other families. Name and describe people who are familiar to them.</p> <p>Read fictional stories about families and start to tell the difference between real and fiction. <b>Talk about members of their immediate family and community</b>.</p> <p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/</p>	<p>Can talk about what they have done with their families during <b>Christmas’ in the past</b>. <b>Show photos of how Christmas used to be celebrated in the past</b>. 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. To introduce children to a range of fictional characters and creatures from stories and to begin to differentiate these</p>	<p>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. 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</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there. 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. <b>Encourage the children to make simple comparisons</b>. Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Can children make comments on the weather, culture, clothing, housing. Change in living things – Changes in the leaves, weather, seasons,</p>	<p>Listening to stories and placing 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. Could include a trip to the zoo. Nocturnal Animals Making sense of different environments and habitats</p> <p>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</p> <p>Listen to children describing and</p>	<p>Use Handa’s Surprise to explore a different country.</p> <p>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</p>



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	<p>objects within our learning environment. Introduce children to different occupations and how they use transport to help them in their jobs.</p> <p>Listen out for and make note of children's discussion between themselves regarding their experience of past birthday celebrations.</p> <p>Long ago – How time has changed. Using cameras.</p>	<p>characters from real people in their lives. Stranger danger (based on Little red riding hood). Talking about occupations and how to identify strangers that can help them when they are in need.</p>	<p>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. Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Can children differentiate between land and water. Take children to places of worship and places of local importance to the community.</p>	<p>Explore the world around us and see how it changes as we enter Summer. Provide opportunities for children to note and record the weather. Building a 'Bug Hotel' Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. 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. Look for children incorporating their understanding of the seasons and weather in their play. Use the BeeBots</p>	<p>commenting on things they have seen whilst outside, including plants and animals.</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p>	<p>conversation and in play.</p> <p>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.</p>
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# Reception Long Term Plan 21-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>General themes</b>	<b>All about me! Am I a superhero?</b>	<b>Who is afraid of the Big Bad Wolf?</b>	<b>What happens in other worlds?</b>	<b>Come outside! How did people from the past get around?</b>	<b>Where do animals live? Are Minibeasts like me? Are Plants Alive? Amazing animals</b>	<b>Where would you bury your treasure?</b>
<b>Expressive Arts and Design</b>	<p>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.</p> <p>Children to produce a piece of art work each half term to be displayed for 'Celebration wall' 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.</p> <p><b>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.</b></p> <p><b>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.</b></p>					
	<p>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.</p> <p>Sing call-and-response songs, so that children can echo phrases of songs you sing.</p> <p>Self-portraits, junk modelling, take picture of children's creations and</p>	<p>Use different textures and materials to make houses for the three little pigs and bridges for the Three Billy Goats</p> <p>Listen to music and make their own dances in response.</p> <p>Castle models</p> <p>Firework pictures, Christmas decorations, Christmas cards, Divas,</p>	<p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and function.</p> <p>Learn a traditional African song and dance and perform it / Encourage</p>	<p>Yvonne Coomber, paints using her fingers and flicking paint to create landscapes scenes.</p> <p>Using toothbrush, sponge, running fingers along the bristles and create splodges all over landscape. Use cotton bolls to create paint contrasting colours. See google videos</p> 	<p>Rousseau's Tiger / animal prints / Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Creating Flowers for Mary</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating animal masks.</p> <p>Shadow Puppets</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Lighthouse designs</p> <p>Make paper boats</p> <p>Learn pirate songs</p> <p>Paper plate jellyfish</p> <p>Puppet shows: Provide a wide range of props for play which encourage imagination.</p>



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	<p>record them explaining what they did.</p> <p>Julia Donaldson songs Exploring sounds and how they can be changed, tapping out of simple rhythms.</p> <p>Provide opportunities to work together to develop and realise creative ideas.</p> <p>Superhero masks.</p> <p>Make different textures; make patterns using different colours</p>	<p>Christmas songs/poems</p> <p>The use of story maps, props, puppets &amp; story bags will encourage children to retell, invent and adapt stories.</p> <p>Role Play Party's and Celebrations Role Play of The Nativity</p>	<p>children to create their own music.</p> <p>Junk modelling, houses, bridges boats and transport.</p> <p>Exploration of other countries – dressing up in different costumes.</p> <p>Retelling familiar stories Creating outer of space pictures</p> <p>Provide children with a range of materials for children to construct with.</p>	<p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Make your farm animals</p> <p>Easter, rabbit, chicks Easter chocolate nest Easter cards Easter songs</p>	<p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Children will explore ways to protect the growing of plants by designing scarecrows.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Provide a wide range of props for play which encourage imagination.</p> 	<p>Salt dough fossils</p> <p>Water pictures, collage, shading by adding black or white, colour mixing for beach huts, making passports.</p> <p>Colour mixing – underwater pictures.</p> <p>Father's Day Crafts</p>
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