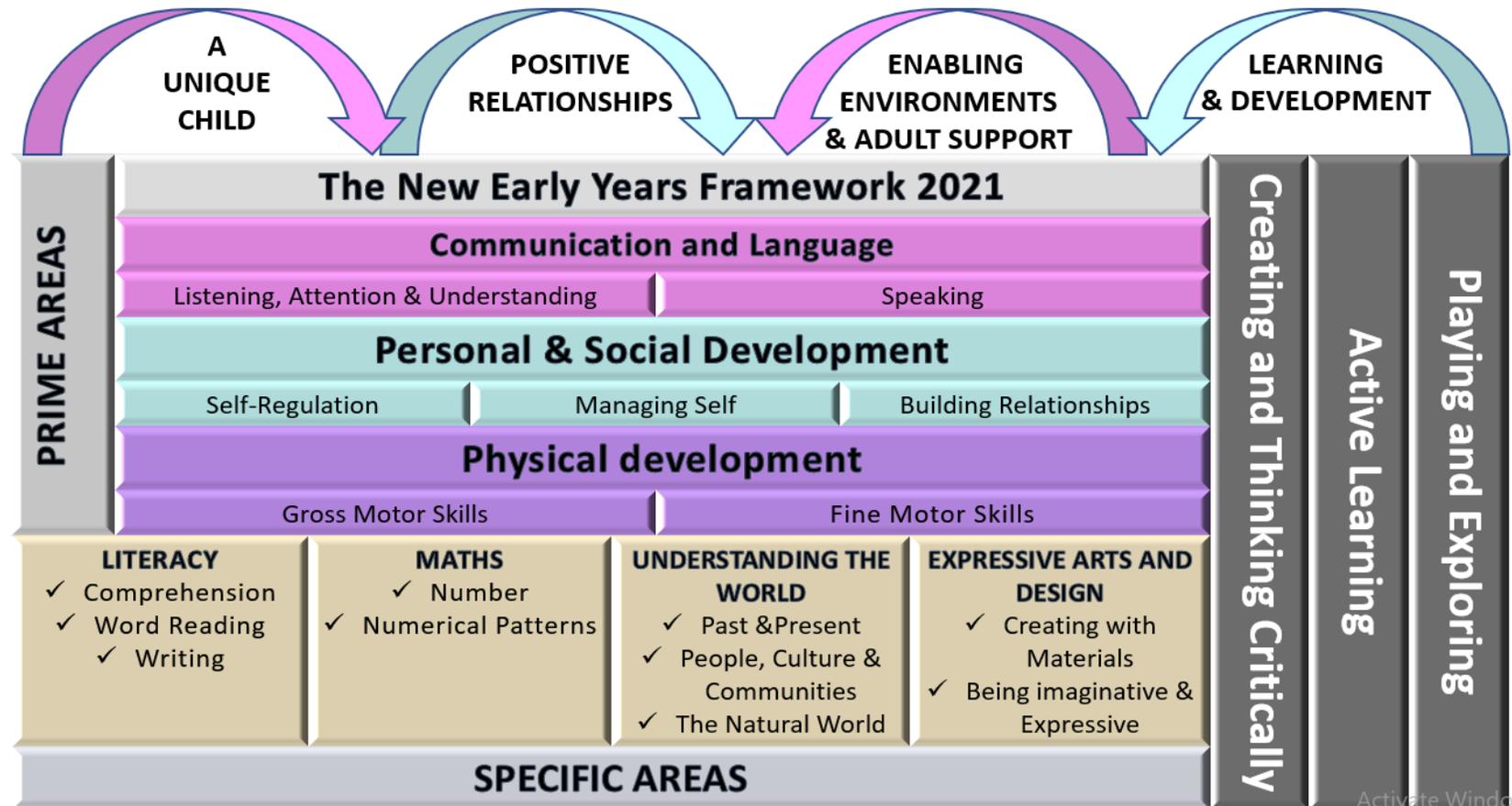


RECEPTION LONG TERM PLAN 21-22

"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 Myton Park, 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."
Myton Park EYFS Team.

"Children will have 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. 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." Myton Park EYFS Team



RECEPTION LONG TERM PLAN 21-22



AUTUMN 1



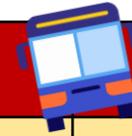
AUTUMN 2



SPRING 1



SPRING 2



SUMMER 1



SUMMER 2

OVERARCHING TOPIC THEMES

I WONDER WHAT IS SPECIAL

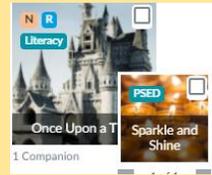
I WONDER HOW IT CHANGES

I WONDER WHERE IN THE WORLD

ME AND MY COMMUNITY
AUTUMN



ONCE UPON A TIME
SPARKLE AND SHINE



STARRY NIGHT
WINTER
WONDERLAND



DINOSAURS

PUDDLES AND RAINBOWS



SUNSHINE AND SUNFLOWERS
SHADOWS AND REFLECTIONS



BIG WIDE WORLD



MOVING ON



GENERAL THEMES
NB: THESE THEMES MAY BE ADAPTED AT VARIOUS POINTS TO ALLOW FOR CHILDREN'S INTERESTS TO FLOW THROUGH THE PROVISION WELL-BEING & BEHAVIOUR FOR LEARNING

Starting school / my new class
/ New Beginnings
Superheroes
People who help us / Careers
Staying healthy / Food /
Human body
How have I changed?
My family / PSED focus
What am I good at?
How do I make others feel?
Being kind / staying safe
Around the Town

Traditional Tales
Little Red Hen – Harvest
Bonfire night
Diwali
Gingerbread Man
The Nativity
Christmas Lists
Letters to Father Christmas

Climates / Hibernation
Night and day
People who work at
night
Night and day animals
Winter
Hot and Cold
Exploring ice
Animals that live in cold
countries
Does the moon shine?
Fly me to the moon!
Space
Who was Neil
Armstrong?
Reduce, Reuse & Recycle
Fun Science / Materials

Life cycles
Animals around the world
Down on the Farm
Mini Beasts
Animal Arts and crafts
Mackenzie Thorpe
Animal patterns
David Attenborough
Happy Habitats
Weather / seasons
Easter / eggs / new life
Spring

Plants & Flowers
The great outdoors
Planting seeds
Make a sculpture: Andy
Goldsworthy
Around the Town
How do I get there?
Where in the world have
you been?
Where do we live in the
UK / world?
Vehicles past and Present
Design your own
transport!

How do I get there?
Where in the world have
you been?
Where do we live in the UK
/ world?
Vehicles past and Present
Design your own
transport!
Under the sea
Off on holiday / clothes
Where in the world shall
we go?
Send me a postcard!
Marine life
Fossils
Seasides in the past
Compare: Now and then!
Seaside art

RECEPTION LONG TERM PLAN 21-22

	 AUTUMN 1	 AUTUMN 2	 SPRING 1	 SPRING 2	 SUMMER 1	 SUMMER 2
	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD MOVING ON
POSSIBLE TEXTS AND 'OLD FAVOURITES'	Owl Babies Once there were Giants Stick Man The Smartest Giant The Colour Monster The Rainbow Fish Funny Bones The Big Book of Families Where's Spot? In every house on every street My cat likes to hide in boxes You choose Starting school I am absolutely too small for school My mum Superhero dad	The Jolly Postman Goldilocks Farmer Duck Hansel & Gretal The Ugly Duckling Christmas Story / Nativity Rama and Sita Gruffalo The foggy foggy forest Each peach, pear plum Three little wolves and the big bad wolf	Whatever next! Bob, The Man on the Moon Qpootle Non fiction night and day Peace at last One Plastic Bag How to catch a star Night monkey, day monkey Owl babies The Gruffalo's child Snow bears Kipper's snowy day	Tiger who came to tea Elephant and the Bad Baby Pig in the Pond Dear Zoo Tree, Seasons come and seasons go A stroll through the seasons Little Lumpty Egg drop We're going on an egg hunt Cave baby Dear dinosaur Dinosaur roar Stomp chomp big roars! Here come the dinosaurs!	The Tiny Seed Oliver's Vegetables Jack and the Beanstalk Jasper's Beanstalk The bad tempered ladybird Aghh Spider! The Very Hungry Caterpillar Dig, dig digging Shark in the park The foggy foggy forest	Lighthouse Keeper's Lunch Under the Sea Non – Fiction P is for Passport The Journey Meerkat mail World Atlases Tiddler The Snail and the Whale The Way back Home The Naughty Bus Mr. Gumpy's Outing The Train Ride Oi! Get off my train! You choose Handa's surprise Commotion in the ocean
'WOW' MOMENTS / ENRICHMENT WEEKS	Autumn Trail Nurse / Firefighter visit Harvest Time Birthdays Favourite Songs.	Guy Fawkes / Bonfire Night Remembrance Day Christmas Time / Nativity Diwali Hannukah Black History Month Remembrance day Road Safety Stories by the Fireside World Space Week Children in Need Anti- Bullying Week	Chinese New Year LENT Random Acts of Kindness Week Valentine's Day Internet Safety Day	Walk to the park / Picnic Planting seeds Easter Weather experiments Nature Scavenger Hunt Vincent Van Gogh Study Mother's Day Queen's Birthday Eater Egg Hunt	Post a letter Food tasting – different cultures Map work - Find the Treasure Start of Ramadan Eid	Visit to the beach Under the Sea – singing songs and sea shanties Fossil hunting Father's Day Heath and fitness week Anniversary of the NHS Challenge week

RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD MOVING ON
 	Characteristics of Effective Learning					
	<p>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</p> <p>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.</p> <p>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.</p>					
<p>Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.</p> <p>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.</p> <p>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.</p> <p>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.</p>						
<p><i>PLAY: At Myton Park Primary 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.’</i></p> <p><i>EYFS Team</i></p>						
<p>We will ensure that all children learn and develop well and are kept healthy and safe at ALL times.</p>						

RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD MOVING ON
ASSESSMENT OPPORTUNITIES	Analyse Nursery Assessments In-house - Baseline data on entry National Baseline data by end of term Set up insight tracker	On going assessments Baseline analysis Pupil progress meetings Parents evening info EYFS team meetings In house moderation insight Assessments PPM LEA AMP	GLD Projections for EOY Cluster moderation EYFS team meetings insight Assessments	Pupil progress meetings Parents evening info EYFS team meetings insight Assessments LEA AMP	LEA moderation EYFS team meetings insight Assessments	Pupil progress meetings Parents evening info EYFS team meetings insight Assessments EOY data
PARENTAL INVOLVEMENT	Parents evening Harvest Assembly Phonics workshop Curriculum workshop	Nativity Maths workshop	Parents evening			Open afternoon Annual report Family Picnic Sports Day

We recognise that all children are unique and special.

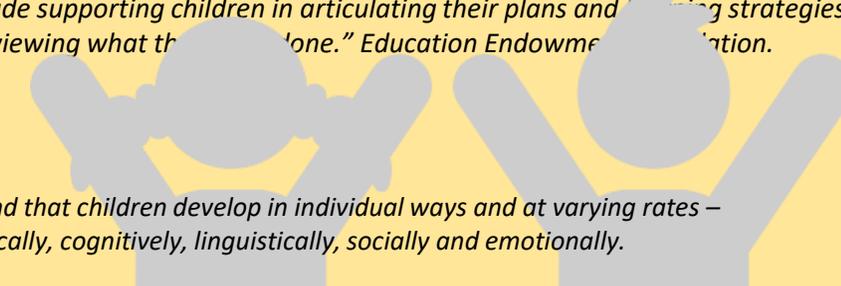


RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD MOVING ON
COMMUNICATION AND LANGUAGE <small>Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.</small>	<p>The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>					
Whole EYFS Focus – C&L is developed throughout the year through high quality interactions, daily group discussions, key worker groups, PSHE times, stories, singing, speech and language interventions,, EYFS productions, assemblies and weekly interventions. DAILY STORY TIME	Welcome to EYFS / Tell me a story! Concentrate until an activity is completed. Listen attentively in different situations. Predict when reading stories. Ask questions / make comments about stories. Listen and respond to others . Follow more complex instructions. Answer how and why questions. Initiate and maintain a conversation. Use new vocabulary in different contexts. Describe and explain ideas. Express opinions. Give reasons. Talk about feelings. Tell stories orally. Adapt talk in response to the listener.	Tell me why! Concentrate until an activity is completed. Listen for longer periods of time. Make sensible suggestions about what might happen next in a story. Follow a story without visual clues. Make comments about stories. Listen and respond to others . Follow more complex instructions that involve several ideas or actions. Answer how and why questions. Initiate and maintain a conversation. Join in discussions. Use new vocabulary in different contexts. Describe and explain my ideas. Express my opinions. Give reasons. Talk about a series of events in sequence. Talk about a series of ideas. Tell stories orally.	Time to share! Concentrate until an activity is completed. Listen for longer periods of time. Make sensible suggestions about what might happen next in a story. Follow a story without visual clues. Make comments about stories. Listen and respond to others . Follow more complex instructions that involve several ideas or actions. Answer how and why questions. Initiate and maintain a conversation. Join in discussions. Use new vocabulary in different contexts. Describe and explain my ideas. Express my opinions. Give reasons. Talk about a series of events in sequence. Talk about a series of ideas. Tell stories orally.			



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD MOVING ON
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 SELF - REGULATION	New Beginnings See themselves as a valuable individual. Being me in my world Class Rule Rules and Routines Supporting children to build relationships Dreams and Goals	Getting on and falling out. Say no to bullying How to deal with anger Emotions Self - Confidence 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 Learning about qualities and differences Celebrating differences 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	Relationships What makes a good friend? Healthy me 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 etc.	Going for goals Friendships Dreams and Goals Show resilience and perseverance in the face of challenge. Discuss why we take turns, wait politely, tidy up after ourselves etc.	Changes Taking part in sports day - Winning and loosing 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.
LINK TO BEHAVIOUR FOR LEARNING	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. <ul style="list-style-type: none"> ✓ 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 <ul style="list-style-type: none"> ✓ Planning ✓ Thinking before acting ✓ Delaying gratification 			<p><i>"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 reviewing what they have done." Education Endowment Foundation.</i></p> <p><i>We understand that children develop in individual ways and at varying rates – physically, cognitively, linguistically, socially and emotionally.</i></p> 		



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD MOVING ON
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 Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.	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 Teach and model correct letter formation. Cutting using scissors Start to draw pictures that are recognisable	Threading, cutting, weaving, playdough, Fine Motor activities. Develop muscle tone to put pencil pressure on paper Use tools to effect changes to materials Engage children in structured activities. Teach and model correct letter formation. Cutting with scissors.	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 / Cut along a straight line with scissors. Teach and model correct letter formation.	Threading, cutting, weaving, playdough, Fine Motor activities. Hold pencil effectively with comfortable grip Forms recognisable letters most correctly formed Cut along a straight line with scissors	Threading, cutting, weaving, playdough, Fine Motor activities. Develop pencil grip and letter formation continually Use one hand consistently for fine motor tasks Start to cut along a curved line, like a circle / Draw a cross	Threading, cutting, weaving, playdough, Fine Motor activities. Form letters correctly Copy a square Begin to draw diagonal lines, like in a triangle Build things with smaller linking blocks, such as Duplo or Lego Start to cut along a curved line, like a circle / Draw a cross
DAILY OPPORTUNITIES FOR FINE MOTOR ACTIVITIES						
GROSS MOTOR	Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored with children Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough handwashing and toileting.	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	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	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, wheelbarrows, prams etc	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
<p>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, sport and swimming. 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.</p> <p><i>All these ideas will be revisited each term. Children need time to practice and consolidate. Repetition is a good thing.</i></p>						



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD MOVING ON
LITERACY COMPREHENSION - DEVELOPING A PASSION FOR READING Children will visit the library weekly WORD READING Children will be working in different groups for Read Write Inc. SH – Focus on consolidation of set 1 sounds and Set 2 Sounds, Green words . Ditty sheets, introduction of Red Ditty Books and Purple books for more confident readers.	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. 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 – mini me 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 RWI. Make the books available for children to share at school and at home.	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 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	Timeline of how plants grow. 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 Pajamarama Day	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: RWI 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	Phonic Sounds: RWI 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. For exception words such as 'the' and 'said', help children identify the sound that is tricky to spell.	Phonic Sounds: RWI Differentiated groups / Ditties 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: RWI 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: RWI 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	Phonic Sounds: RWI 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'.



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD MOVING ON
<p>WRITING</p> <p>GET WRITING RWI</p> <p>Only ask children to write sentences when they have sufficient knowledge of letter-sound correspondences.</p>	<p>Texts as a Stimulus: Nursery Rhymes Label characters</p> <p>Giraffes cant Dance – 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>Texts as a Stimulus: The Little Red Hen Sequence the story Speech bubbles</p> <p>The Three Billy Goats Gruff</p> <p>Create a wanted poster to catch the troll</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>Texts as a Stimulus: Owl Babies CVC words / simple sentence writing using high frequency words</p> <p>The Sleepy Bumblebee Labels and simple captions</p> <p>Mini beasts – Animal Fact File – Compare two animals</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>Texts as a Stimulus: Dear Zoo</p> <p>Letter to zoo write facts about animals</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.</p> <p>Labels and captions – life cycles Recount – A trip to the park</p> <p>Character descriptions. Write 2 sentences</p>	<p>Texts as a Stimulus: Jack and the Bean stalk – retell parts of the story / repeated refrains / speech bubbles</p> <p>Hungry Caterpillar - (Cumulative) Describe foods / adjectives Write new version</p> <p>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.</p> <p>Acrostic poems</p>	<p>Texts as a Stimulus: Big Blue Whale Write facts about whales</p> <p>Mr Gumpy’s Outing Report about the animals falling into the water</p> <p>Handa’s Surprise (Retell the story in own words / reverse the journey Describe each animals Write new version Write a postcard / diary writing</p> <p>My Holiday – recount</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</p>



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD MOVING ON
<p>MATHS</p> <p><i>“Without mathematics, there’s nothing you can do. Everything around you is mathematics. Everything around you is numbers.” – Shakuntala Devi</i></p> <p>Mathematics Mastery</p>	<p>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.</p>					
	<p>Early Mathematical Experiences</p> <p>.Counting rhymes and songs Classifying objects based on one attribute Matching equal and unequal sets Comparing objects and sets. Subatising. Ordering objects and sets / introduce manipulatives. Number recognition 2D Shapes.</p> <p>Pattern and early number</p> <p>Recognise, describe, copy and extend colour and size patterns Count and represent the numbers 1 to 3 Estimate and check by counting. Recognise numbers in the environment.</p>	<p>Numbers within 6</p> <p>Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six</p> <p>Addition and subtraction within 6</p> <p>Explore zero Explore addition and subtraction</p> <p>Measures</p> <p>Estimate, order compare, discuss and explore capacity, weight and lengths</p> <p>Shape and sorting</p> <p>Describe, and sort 2-D & 3-D shapes Describe position accurately</p> <p>Calendar and time</p> <p>Days of the week, seasons Sequence daily events</p>	<p>Numbers within 10</p> <p>Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less</p> <p>Addition and subtraction within 10</p> <p>Explore addition as counting on and subtraction as taking away</p> <p>Numbers within 15</p> <p>Count up to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer</p>	<p>Grouping and sharing</p> <p>Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing</p> <p>Numbers within 20</p> <p>Count up to 10 objects Represent, order and explore numbers to 15 One more or fewer</p> <p>Doubling and halving</p> <p>Doubling and halving & the relationship between them</p>	<p>Shape and pattern</p> <p>Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns</p> <p>Addition and subtraction within 20</p> <p>Commutativity Explore addition and subtraction Compare two amounts Relationship between doubling and halving</p> <p>Money</p> <p>Coin recognition and values Combinations to total 20p Change from 10p</p> <p>Measures</p> <p>Describe capacities Compare volumes Compare weights Estimate, compare and order lengths</p>	<p>Depth of numbers within 20</p> <p>Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards</p> <p>Numbers beyond 20</p> <p>One more one less Estimate and count Grouping and sharing</p>



RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD MOVING ON
UNDERSTANDING THE WORLD RE / FESTIVALS	<p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – 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>Our RE Curriculum enables children to develop a positive sense of themselves and others and learn how to form positive and respectful relationships.</p> <p>They will begin to understand and value the differences of individuals and groups within their own community.</p> <p>Children will have opportunity to develop their emerging moral and cultural awareness.</p>	<ul style="list-style-type: none"> Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Can 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. Name and describe people who are familiar to them. Read fictional stories about families and start to tell the difference between real and fiction. Talk about members of their immediate family and community. Navigating 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. Using cameras. 	<ul style="list-style-type: none"> Can 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. To 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. 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. Can 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. 	<ul style="list-style-type: none"> Listening to stories and placing events in chronological order. 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. 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 Change in living things – Changes in the leaves, weather, seasons. Look for children incorporating their understanding of the seasons and weather in their play. 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 	<ul style="list-style-type: none"> 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. 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. 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. 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 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. 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 	<ul style="list-style-type: none"> 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. 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? Can children differentiate between land and water. Take children to places of worship and places of local importance to the community. 	<p>Use Handa’s Surprise to explore a different country. Can children make comments on the weather, culture, clothing, housing.</p> <p>Introduce the children to a range of transport and where they can be found.</p> <p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Seasides long ago – Magic Grandad</p> <p>Materials: Floating / Sinking – boat building Metallic / non-metallic objects</p> <p>Seasides long ago – Magic Grandad</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>

RECEPTION LONG TERM PLAN 21-22

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	ME AND MY COMMUNITY AUTUMN	ONCE UPON A TIME SPARKLE AND SHINE	STARRY NIGHT WINTER WONDERLAND	DINOSAURS PUDDLES AND RAINBOWS	SUNSHINE AND SUNFLOWERS SHADOWS AND REFLECTIONS	BIG WIDE WORLD MOVING ON
EXPRESSIVE ARTS AND DESIGN	<p>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.</p> <p>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.</p>					
<p><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></p> <p><i>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.</i></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 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. Superhero masks.</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, Christmas songs/poems</p> <p>The use of story maps, props, puppets & 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>Designing homes for hibernating animals.</p> <p>Collage owls / symmetrical butterflies</p> <p>Children will be encouraged to select the tools and techniques they need to assemble materials that they are using e.g creating masks.</p> <p>Making lanterns, Chinese writing, puppet making, Chinese music and composition</p> <p>Teach children different techniques for joining materials, such as how to use adhesive tape and different sorts of glue.</p> <p>Design and make rockets. Design and make objects they may need in space, thinking about form and</p>	<p>Make different textures; make patterns using different colours</p> <p>Rousseau's Tiger / animal prints.</p> <p>Collage-farm animals / Making houses. Pastel drawings, printing, patterns on Easter eggs, Life cycles, Flowers-Sun flowers</p> <p>Mother's Day crafts Easter crafts Home Corner role play</p> <p>Artwork themed around Eric Carle / The Seasons – Art</p> <p>Provide a wide range of props for play which encourage imagination.</p>	<p>Junk modelling, houses, bridges boats and transport.</p> <p>Eric Carle / The Seasons – Art</p> <p>Exploration of other countries – dressing up in different costumes. Retelling familiar stories Shadow Puppets pictures</p> <p>Provide children with a range of materials for children to construct with Children will explore ways to protect the growing of plants by designing scarecrows.</p>	<p>Sand pictures / Rainbow fish collages</p> <p>Learn a traditional African song and dance and perform it / Encourage children to create their own music.</p> <p>Lighthouse designs Paper plate jellyfish Puppet shows: 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>



RECEPTION LONG TERM PLAN 21-22



EARLY LEARNING GOALS – FOR END OF THE YEAR



REALISTIC / BEST JUDGEMENT!



COMMUNICATION AND LANGUAGE	PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT	PHYSICAL DEVELOPMENT	LITERACY	MATHS	UNDERSTANDING THE WORLD	EXPRESSIVE ARTS AND DESIGN
<p>ELG: Listening, Attention and Understanding</p> <p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering</p>	<p>ELG: Self-Regulation</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</p> <p>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.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience</p>	<p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p>ELG: Fine Motor Skills</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery.</p> <p>Begin to show accuracy</p>	<p>ELG: Comprehension</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate – where appropriate – key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p>ELG: Word Reading</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent</p>	<p>ELG: Number</p> <p>Have a deep understanding of number to 10, including the composition of each number;</p> <p>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.</p> <p>ELG: Numerical Patterns</p> <p>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</p>	<p>ELG: Past and Present</p> <p>Talk about the lives of the people around them and their roles in society.</p> <p>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>ELG: People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher.</p> <p>Sing a range of well-known nursery rhymes and songs; Perform songs</p>