

# Reception Long Term Plan 2021-2022

e learning opportunities will also continue to be enhanced over the year through continuous provision as the children build upon their own unique experiences and share their ideas with their friends and teachers, as is our ethos of the EYFS. A lot of children’s learning experiences are through play, investigation and active involvement. This approach, we believe, helps them to become more independent active learners.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topic/General themes</b>  <b>General Themes</b>                      NB: Themes may be adapted at various points to allow for children’s interests to flow through the provision</p>	 What is a Superhero?	 Let’s Celebrate	 What is it like in Outer Space?	 Amazing animals	 Who is afraid of the Big Bad Wolf?	 Let me show you...
<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  <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.  <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>					
<p><b>Texts, stories and ‘old favourites.</b></p>	Nat Fantastic – <b>KEY AUTHOR</b> Supertato Max Michael Recycle	<p><b>Oxford Reading Tree:</b>                      The Toys Party,                      Kipper’s birthday                      What do you celebrate?                      Sammy spider’s first Hanukkah                      Rama and Sita (Diwali)</p>	The Way Back Home – <b>KEY AUTHOR</b> Whatever Next QPootle5 The Darkest Dark Look up! E-Safety: Digi Duck, Smartie the Penguin	Farmyard Hullabaloo Mad about Minibeasts Rumble in the Jungle Commotion in the Ocean – <b>KEY AUTHOR</b> Emperors Egg	Little Red Riding Hood Three Little Pigs Three Billy Goats Gruff <i>Alternative tales to compare against:</i> Three Little Wolves The Wolf’s story Troll Stroll	Super Duper You The Colour Monster Only one you Elmer

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What is a Superhero?	Let's Celebrate	What is it like in Outer Space?	Amazing animals	Who is afraid of the Big Bad Wolf?	Let me show you...
<b>Communication &amp; Language</b>	<i>Listening, Attention &amp; Understanding:</i> Understand how to listen carefully and why listening is important, ask questions to find out more and to check they understand what has been said Engage in story times and listen to and talk about stories to build familiarity. Listen carefully to rhymes and songs; pay attention to how they sound and learn rhymes, poems and songs. Engage in non-fiction books and listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <i>Speaking:</i> Learn new vocabulary and use the new vocabulary. Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another. Describe events in some detail and use talk to help work out problems and organise thinking, explaining how things work and why they might happen. Develop social phrases such as 'Good morning, how are you? Retell a story - once they have developed a deep familiarity with the text, some exact repetition and some their own words.			<i>Listening, Attention &amp; Understanding:</i> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to, during whole class discussions and small group interactions; make comments about what they have heard, ask questions to clarify their understanding; hold conversation when engaged in back-and-forth exchanges. <i>Speaking:</i> Participate in small group, class and one-to-one discussions, offer their own ideas, using recently introduced vocabulary; they offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher		
<b>Key Vocabulary</b> <i>Will be expanded further throughout topic/theme.</i>	Superhero, helping, rescue, costume, superpower, vet, doctor, nurse, fireman, policeman, adults, safe.	Celebrate, , party, Christmas advent, nativity, holy, Jesus, church	Space, Sun, stars, moon, rockets, solar system, Earth, planet names, Solar System, astronaut.	Jungle, farm, animal, legs, fur, eyes, features, fast, food, drinks, baby, eggs, milk	Character, story, beginning, middle, end, wolf, right, wrong, troll, bridge,	Emotions, feelings, healthy, active, best, improve,
		The Crayon's Christmas				
<b>Key visits or WOW opportunities</b>	People who help us (Ambulance) Open Morning (parents/carers)	Church visit/Mosque Bonfire Night Christmas / Nativity Hanukkah Theatre visit (preparation for Space)	Planetarium QPootle visits Oakdene Open Morning (parents/carers) Use Tin Foil Astronaut Mae Jemison	Farm – Hall Hill Farm Chicks/Eggs Easter	Theatre Stories by the fire Bedtime stories	Sports Afternoon – Open Day (parents/carers)

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What is a Superhero?	Let's Celebrate	What is it like in Outer Space?	Amazing animals	Who is afraid of the Big Bad Wolf?	Let me show you...
<p><b>Personal, Social and Emotional Development</b></p> <p><i>To include a structured and focused PSHE session per week, focussed on a story or wellbeing activity.</i></p>	<p><i>Self-Regulation:</i> Show resilience and perseverance in the face of challenge; identify and moderate their own feelings e.g. staying calm.</p> <p><i>Managing Self:</i> See themselves as a valuable individual; manage their own needs.</p> <p><i>Building Relationships:</i> Build constructive and respectful relationships; express their feelings and consider the feelings of others; think about the perspectives of others.</p>			<p><i>Self-Regulation:</i> Show understanding of their own feelings and those of others, begin to regulate their behaviour accordingly; Set and work towards simple goals, be able to wait for what they want and control their immediate impulses when appropriate; give focused attention to what the teacher says, responding even when engaged in activity, show an ability to follow instructions involving several ideas or actions.</p> <p><i>Managing Self:</i> Confident to try new activities and show independence, resilience and perseverance in the face of challenge; explain the reasons for rules, know right from wrong and try to behave accordingly; manage own basic hygiene and personal needs, including dressing, toilet and the importance of healthy food choices.</p> <p><i>Building Relationships:</i></p>		

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		Work and play cooperatively, take turns with others; form positive attachments to adults and friendships with peers; show sensitivity to their own and to others' needs
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What is a Superhero?	Let's Celebrate	What is it like in Outer Space?	Amazing animals	Who is afraid of the Big Bad Wolf?	Let me show you...
<p><b>Physical Development</b></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><i>Handwriting:</i> fine motor skills, dough disco and name writing, Nelson Handwriting booklets</p> <p><b>Fine Motor</b> Threading, cutting, weaving, playdough, Manipulate objects with good fine motor skills Draw lines and circles using gross motor movements Hold pencil/paint brush beyond whole hand grasp</p> <p><b>Gross Motor</b> Cooperation games i.e. parachute games. Climbing – outdoor equipment Different ways of moving to be explored Help individual children to develop good personal hygiene. Acknowledge and praise their efforts. Provide regular reminders about thorough</p>	<p><i>Handwriting:</i> fine motor skills, dough disco and name writing, Nelson Handwriting booklets</p> <p><b>Fine Motor</b> Threading, cutting, weaving, playdough, 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><b>Gross Motor</b> 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</p>	<p><i>Handwriting:</i> name writing, Nelson Handwriting booklets, forming letters correctly.</p> <p><b>Fine Motor</b> Develop small motor skills to use a range of tools competently, safely and confidently. Know and talk about the different factors that support their overall health and wellbeing. Develop the skills needed to manage to school day successfully e.g. lining up, hygiene, and meal times.</p> <p><b>Gross Motor</b> Ball skills- aiming, dribbling, pushing. Combine different movements with ease and fluency. Safely use a range of large and small apparatus. Revise and refine the fundamental skills already acquired (rolling, crawling, walking, jumping,</p>	<p><i>Handwriting:</i> correct letter formation and orientation. Nelson Handwriting booklets,</p> <p><b>Fine Motor</b> Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases; Use a range of small tools, including scissors, paint brushes and cutlery; Begin to show accuracy and care when drawing. Develop the skills needed to manage to school day successfully e.g. lining up, hygiene, and meal times.</p> <p><b>Gross Motor</b> Negotiate space and obstacles safely, with consideration for themselves and others; Move energetically; such as running, jumping, dancing,</p>	<p><i>Handwriting:</i> correct letter formation, orientation and pencil grip. Nelson Handwriting booklets,</p> <p><b>Fine Motor</b> Precision and control using a range of small tools such as scissors, tweezers, paint brushes and cutlery; Begin to show accuracy and care when drawing. Develop the skills needed to manage to school day successfully e.g. lining up, hygiene, and meal times.</p> <p><b>Gross Motor</b> 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.</p>	<p><i>Handwriting:</i> correct letter formation, orientation and pencil grip. Nelson Handwriting booklets,</p> <p><b>Fine Motor</b> Precision and control using a range of small tools. Begin to draw diagonal lines, like in a triangle / Drawing recognisable pictures. Build things with smaller linking blocks (Lego)</p> <p><b>Gross Motor</b> Races / team games involving gross motor movements. Dance related activities. Encourage children to be highly active and get out of breath several times every day. Allow less competent and confident children to spend time initially observing and listening, without</p>

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	handwashing and toileting. What is a Superhero? Mighty Warriors: Develop overall body strength, coordination, balance and agility.	or ride on, or push. Let's Celebrate Warriors: Develop overall body strength, coordination, balance and agility.	or pull and running, hopping, skipping, and climbing). What is it like in Outer Space? Mighty Warriors: Develop overall body strength, coordination, balance and agility.	hopping, skipping and climbing. Amazing animals Opportunities to discuss healthy eating/dietary habits. Mighty Warriors: Develop overall body strength, coordination, balance and agility.	Dance / moving to music. Who is afraid of the Big Bad Wolf? Mighty Warriors: Develop overall body strength, coordination, balance and agility.	feeling pressured to join in. Let me show you... Mighty Warriors: Develop overall body strength, coordination, balance and agility.
<b>Literacy</b> To include a rigorous phonics programme delivered daily (Letters & Sounds) and a whole class handwriting session  Children to read 1-1 with an adult each week plus additional guided reading	<i>Word Reading:</i> Develop phonological awareness to support spotting rhymes, recognising words with the same sound. Read individual letters by saying the sounds for them. Blend sounds into words to read short words. Read some letter groups that each represent one sound and say sounds for them. <i>Writing:</i> Use some print and letter knowledge in early writing. Write some or all of their name. Write some letters accurately. Write labels, lists, annotate pictures using initial sounds. <i>Comprehension:</i> Understand the 5 key concepts about print (print has meaning, print has different purposes, we read left to right and top to bottom, the names of parts of a book, page sequencing). Engage in extended conversations about stories.	<i>Word Reading:</i> Read individual letters by saying the sounds for them. Blending CVC words, rhyming, alliteration, knows that print is read from left to right. Spotting digraphs in words. Show children how to touch each finger as they say each sound. For exception words such as 'the', help children identify the sound that is tricky to spell. <i>Writing:</i> Form lower-case and capital letters (from name) correctly. Spell words by identifying the sounds. Labelling pictures, writing lists, retelling stories using previous learnt sounds. <i>Comprehension:</i> Retell stories related to events through acting/role play. Retelling of stories, editing of story maps and orally retelling stories. Sequence story; beginning, middle and end. Enjoys an increasing range of books	<i>Word Reading:</i> Read simple sentences made up of words with known letter-sound correspondences. Read a few common exception words. Rhyming strings. Help children to become familiar with digraphs. Read words containing familiar letter groups: 'that', 'shop', 'chin', 'feet', 'night' <i>Writing:</i> Form lower-case and capital letters (from name and other familiar names) correctly. Writing some of the tricky words such as I, me, my, like, to, the. Writing CVC words, Labels using CVC, CVCC, CCVC words. Annotating pictures, writing labels. <i>Comprehension:</i> Retell stories related to events through acting/role play. Retelling of familiar stories, orally retelling stories they have created. Sequence stories using beginning, middle and end. Enjoys an increasing range of books	<i>Word Reading:</i> Say a sound starting/digestible. Read words by blending. Read aloud simple sentences and books consistent with their phonic knowledge. Story structure-beginning, middle, end. Read some longer words made up of letter-sound correspondences they know: 'rabbit', 'himself', 'jumping'. <i>Writing:</i> Create story maps, writing captions and labels, writing simple sentences. Writing short sentences to accompany pictures. Order the Easter story. Labels and captions Character descriptions. <i>Comprehension:</i> Non-fiction texts Writing information about animals (jungle/farm etc) Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. They develop their own narratives and explanations by connecting ideas or events	<i>Word Reading:</i> Read words consistent with their phonic knowledge. Naming letters of the alphabet. Distinguishing capital letters and lower case letters. <i>Writing:</i> Writing recipes (Little Red Riding Hood) 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. <i>Comprehension:</i> Traditional tales. 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. Can explain the main events of a story.	<i>Word Reading:</i> Read simple sentences with fluency and confidence. <i>Writing:</i> Story writing, Writing sentences using a range of tricky words that are spelt correctly. Beginning to use full stops, capital letters and finger spaces. Using familiar texts as a model for writing own stories. Character descriptions. Write three sentences using beginning, middle & end. <i>Comprehension:</i> 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. Understand that a non-fiction is a non-story- gives information instead. Fiction means story. Can point to front cover, back cover, spine, blurb, illustration, illustrator, author and title.
<b>Phonics (Jolly Phonics /</b>	Phase 1 (Review and revise) Phase 2- Set 1/2 s,a,t,p,i,n, Tricky Word: l)	Phase 2- m,d,g,o,c,k, ck, e, u, r, h, b, f, ff, l, ll,ss Tricky words: to, the, no, go, into	Phase 3- j, v, w, x, qu, z, zz, y, ch, sh, th, ng (Tricky Words: he, she)Phase 3- ai, ee, igh,	Based upon class need and areas of weakness. Phonics taught as whole class as well	Phase 4- Consolidation and read/ spell words with adjacent consonants (said,	Based upon class need and areas of weakness. Phonics taught as whole class as well as

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<b>Letters and Sounds</b>		Phase 3- j, v, w, x, qu, z, zz, y, ch, sh, th, ng (Tricky Words: he, she)	oa, oo, oo, ar, or, air, ur, ow, oi, ear, ure, er (we, me, be, was, my, all, you, are, they, her)	as in small groups for consolidation.	so, have, like, some, come, were, little, there, one, do, at, what, when). Guided reading.	in small groups for guided reading.
<b>Assessment writing piece</b>	Who can help us? (non-fiction)	A celebration story (retell)	Space facts/planetarium	Recount of farm visit	Character description	Look what I can do...

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	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	What is a Superhero?	Let's Celebrate	What is it like in Outer Space?	Amazing animals	Who is afraid of the Big Bad Wolf?	Let me show you...
<p style="text-align: center;"><b>Maths</b></p> <p>With use of White Rose Maths (schemes of work)</p>	<p><b>White Rose Maths: Just like me!</b> 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><b>Pattern and early number</b></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><b>White Rose Maths: It's me 1, 2, 3! &amp; Light and Dark</b> <i>Numbers within 6</i></p> <p>Count up to six objects. One more or one fewer Order numbers 1 – 6 Conservation of numbers within six Addition and subtraction within 6 Explore zero Explore addition and subtraction Measures Estimate, order compare, discuss and explore capacity, weight and lengths Shape and sorting Describe, and sort 2-D &amp; 3-D shapes Describe position accurately Calendar and time Days of the week, seasons Sequence daily events</p>	<p><b>White Rose Maths: Alive in 5! &amp; Growing 6, 7, 8</b> <i>Numbers within 10</i></p> <p>Count up to ten objects Represent, order and explore numbers to ten One more or fewer, one greater or less <i>Addition and subtraction within 10</i> Explore addition as counting on and subtraction as taking away <i>Numbers within 15</i> Count up to 15 objects and recognise different representations Order and explore numbers to 15 One more or fewer</p>	<p><b>White Rose Maths: Building 9 and 10 &amp; Consolidation</b> <i>Grouping and sharing</i></p> <p>Counting and sharing in equal groups Grouping into fives and tens Relationship between grouping and sharing <i>Numbers within 20</i> Count up to 10 objects Represent, order and explore numbers to 15 One more or fewer <i>Doubling and halving</i> Doubling and halving &amp; the relationship between them</p>	<p><b>White Rose Maths: To 20 and beyond &amp; First, then now.</b> <i>Shape and pattern</i></p> <p>Describe and sort 2-D and 3-D shapes Recognise, complete and create patterns <i>Addition and subtraction within 20</i> Commutativity Explore addition and subtraction Compare two amounts Relationship between doubling and halving <i>Money</i> Coin recognition and values Combinations to total 20p Change from 10p <i>Measures</i> Describe capacities Compare volumes Compare weights Estimate, compare and order lengths</p>	<p><b>White Rose Maths: Find my pattern &amp; On the move</b> <i>Depth of numbers within 20</i></p> <p>Explore numbers and strategies Recognise and extend patterns Apply number, shape and measures knowledge Count forwards and backwards <i>Numbers beyond 20</i> One more one less Estimate and count Grouping and sharing</p>

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	Autumn 1, Autumn 2, Spring 1	Spring 2, Summer 1, Summer 2
<p><b>Understanding the World</b></p> <p>Includes focused Geography, RE, and History themes/activities</p>	<p><i>Past &amp; Present:</i></p> <p>Begin to make sense of their own life story and family history e.g. talking about photos. Comment on images of familiar situations in the past.</p> <p><i>People, Culture &amp; Communities:</i></p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Compare and contrast characters from stories e.g. brave, kind. Draw information from a simple map. Understand that some places are special to members of the community. Recognise that people have different beliefs and celebrate in different ways. Recognise some environments are different to where they live</p> <p><i>The Natural World:</i></p> <p>Explore the natural world. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons</p> <p><b>Half termly coverage:</b> Autumn 1: Matthew 8:23-27 Jesus calming the storm (emotions/feelings) Autumn 2: Autumn, Espresso, Lexia, Family Celebrations, Story of Christmas (with focus on tree and cross. Celebrations in different cultures. Spring 1: E-safety, Espresso Level 1, Lexia, Seasons of the year, Mae Jemison, First man on the moon</p>	<p><i>Past &amp; Present:</i></p> <p>Talk about the lives of the people around them and their roles in society; Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><i>People, Culture &amp; Communities:</i></p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><i>The Natural World:</i></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Half termly Coverage:</b> Spring 2: Technology in home and school, Beebots, Easter, People of significance. Ramadan – Muslims focus on God. Summer 1: Eid ul-Fitr – celebrating the end of fasting month. Eid symbols and comparisons around the world. Lexia, finding out information Summer 2: Christianity – belonging (who do you belong to?) (Genesis 37-50), using resources to find out more information.</p>

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	<i>Text/ story links to important celebration dates below: Rameena's Ramadan, The Easter Journal</i>					
	<b>Autumn 1, Autumn 2, Spring 1</b>			<b>Spring 2, Summer 1, Summer 2</b>		
<b>Expressive Arts and Design</b>	<p style="text-align: center;"><i>Creating with Materials:</i></p> <p>Explore, use and refine a variety of artistic effects to express ideas and feelings. Return to and build on their previous learning, refining ideas and developing their representations. Create collaboratively, sharing ideas, resources and skills.</p> <p style="text-align: center;"><i>Being Imaginative &amp; Expressive:</i></p> <p>Listen attentively, move to and talk about music, expressing feelings and responses. Watch and talk about dance and performance art. Sing in a group or on their own, increasingly matching pitch and melody. Develop storylines in their pretend play. Explore and engage in music making and dance, performing solo or in</p>			<p style="text-align: center;"><i>Creating with Materials:</i></p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used; Make use of props and materials when role playing characters in narratives and stories.</p> <p style="text-align: center;"><i>Being Imaginative &amp; Expressive:</i></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher; Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>		
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Suggested enhancements to learning:</b>	What is a Superhero?	Let's Celebrate	What is it like in Outer Space?	Amazing animals	Who is afraid of the Big Bad Wolf?	Let me show you...
Role Play:	Superhero Headquarters	Celebration Station / Party	Space Station / Rocket	Laboratory, Zoo, Farm	Oakdene Theatre	
Continuous provision	Continuous provision is based on children's interests and topic themes and enhanced to develop a natural curiosity in children. The provision we provide is learning through play, which will cover the 7 areas of learning. Areas are enhanced based on children's interests and fascinations and topic themes, aiming for independence and greater depth.					

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