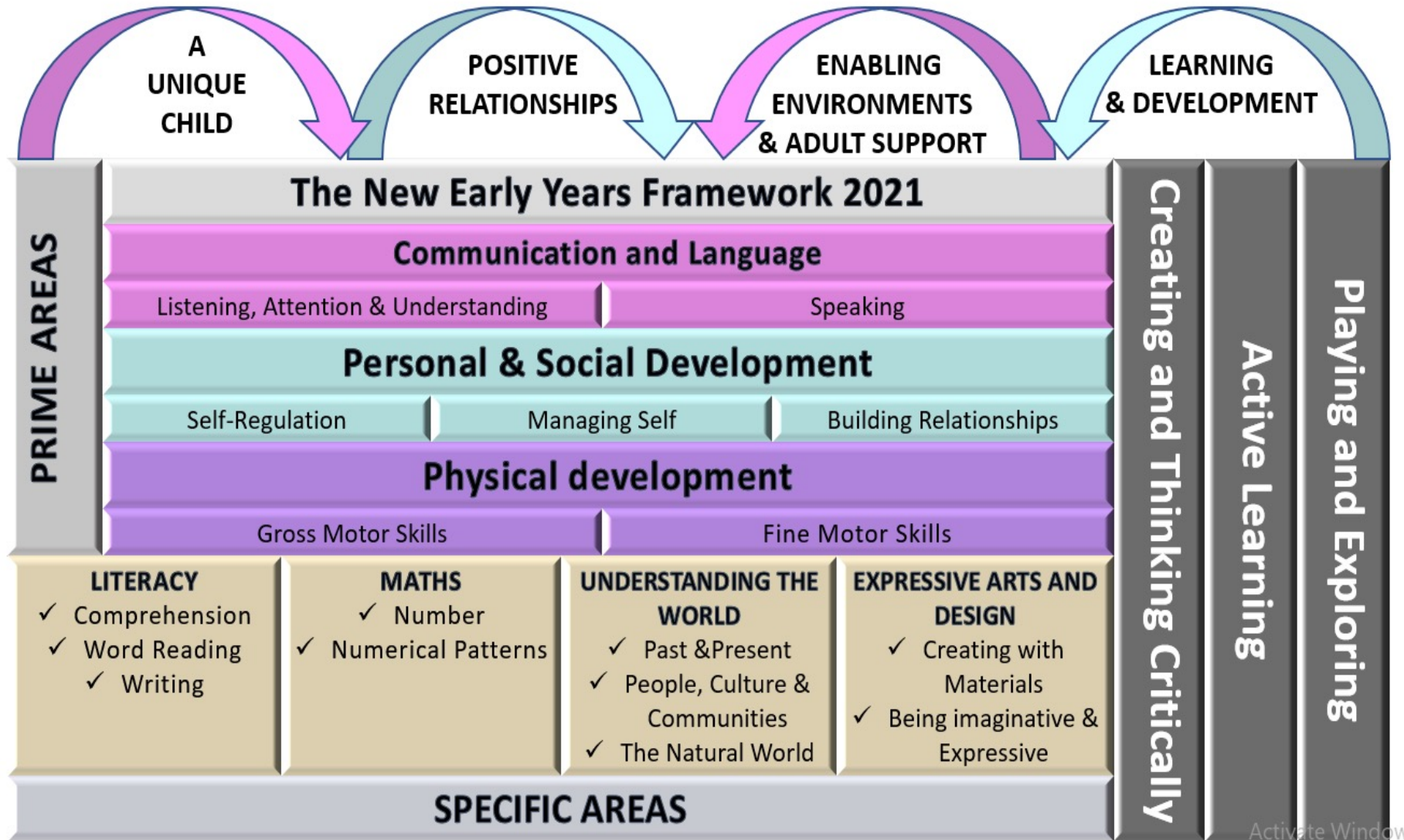


Reception Long Term Plan 21-22



Early Learning Goals

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 their own ideas, using recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>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.</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 and perseverance in the face of challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others.</p> <p>Form positive attachments to adults and friendships with peers;.</p> <p>Show sensitivity to their own and to others' needs.</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 and care when drawing.</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 with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>ELG: Writing</p> <p>Write recognisable letters, most of which are correctly formed.</p> <p>Spell words by identifying sounds in them and representing the sounds with a letter or letters.</p> <p>Write simple phrases and sentences that can be read by others.</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, less than or the same as the other quantity.</p> <p>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</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>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.</p> <p>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>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</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, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p>

Communication and Language

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who am I?	Will you tell me a story?	Would you rather?	How can we get there?	How do things grow and change?	What is hiding underneath?
<p>Children will know and retell part of the story of 'Funny Bones'.</p> <p>Children will listen carefully to a story.</p> <p>Children will ask what questions.</p> <p>Children will know vocabulary linked to their theme 'Who am I?' including special, unique, similar, and different.</p>	<p>Children will know and retell 'Little Red Hen'.</p> <p>Children will join in with repeated refrains in a story.</p> <p>Children will ask who questions.</p> <p>Children will know vocabulary linked to their theme 'Will you tell me a story?' including tradition, Diwali.</p>	<p>Children will know and retell 'Mr Grumpy's Outing'.</p> <p>Children will talk about key events in a story.</p> <p>Children will ask when questions.</p> <p>Children will know vocabulary linked to their theme 'Would you rather?' including float, sink, compare, prefer.</p>	<p>Children will know and retell 'The Snail and the Whale.'</p> <p>Children will identify the main characters in the story and talk about their feelings.</p> <p>Children will ask where questions.</p> <p>Children will know vocabulary linked to their theme 'How do things grow and change?' transport,</p>	<p>Children will know and retell 'Tadpoles Promise'.</p> <p>Children will link events in a story to their own experiences.</p> <p>Children will ask why questions.</p> <p>Children will know vocabulary linked to their theme 'How can we get there?' including life cycles, including nocturnal, hibernate.</p>	<p>Children will know and retell 'Tidy'.</p> <p>Children will 'hot seat' characters from a story.</p> <p>Children will know vocabulary linked to their theme 'Fun at the Seaside!' including fossils, recycling, environment, and wild plants.</p>

In Early Years we prioritise spending time with the children in provision to model a wide range of vocabulary, have back and forth interactions and ask open-ended questions to find out more about the children's learning and check their understanding. We have twice daily story times using high quality texts including non-fiction books, poetry and rhymes.

Personal, Social and Emotional

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who am I?	Will you tell me a story?	Would you rather?	How can we get there?	How do things grow and change?	What is hiding underneath?
<p>Children will see themselves as unique by sharing their hobbies and interests.</p> <p>Children will know how to identify their feelings, using books such as 'The Colour Monster' to support understanding.</p> <p>Children will know how regular exercise is important for their health.</p>	<p>Children will know how to be helpful by taking on jobs such as sand sweeping, corridor checker, lunch list and washing up.</p> <p>Children will know the school rules of Be Safe, Be kind, Be respectful, Be responsible, Be our best</p> <p>Children will know how healthy eating is important for their health.</p>	<p>Children will know how to make the right choice and the consequences of not doing so.</p> <p>Children will know how to treat others in our class using the statement 'Kind hands and kind words'.</p> <p>Children will know how regular teeth brushing is important for their health.</p>	<p>Children will know the effects of their behaviour on others.</p> <p>Children will be able to describe what makes a good friend including attributes such as listening and sharing.</p> <p>Children will know what a sensible amount of screen time is and why this is important for their health.</p>	<p>Children will know to use the calm corner when they are feeling upset/angry.</p> <p>Children will know how to express their opinion and understand it is okay to have a different opinion to their friends.</p> <p>Children will know about the importance of a good sleep routine for their health.</p>	<p>Children will know how to overcome challenges, using books such as 'The Most Magnificent Thing'.</p> <p>Children will know how to resolve a problem by talking it through with a friend or adult.</p> <p>Children will know how to be a safe pedestrian and why this is important.</p>




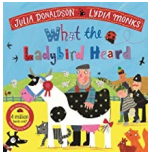

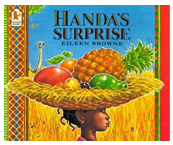
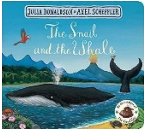


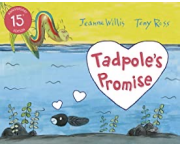

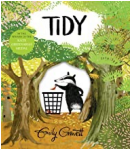
In Early Years we give children the opportunity to achieve a goal and have the confidence in their own abilities by increasing the range of resources and challenges within our environment as the year progresses. We model activities and encourage children to join in whilst giving them plenty of time to explore, practise and perfect their skills.

Physical Development

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who am I?	Will you tell me a story?	Would you rather?	How can we get there?	How do things grow and change?	What is hiding underneath?
<p>Children will know how to hop, skip and jump.</p> <p>Children will know the correct pencil grip and posture for writing.</p> <p>Children will know how to correctly form the letters s,a,t,p,l,n</p>	<p>Children will know how to pull themselves up rope and hang on monkey bars.</p> <p>Children will know how to do up and undo buttons.</p> <p>Children will know how to use two-hole scissors to make snips in paper.</p> <p>Children will know how to correctly form the letters m,d,g,o,</p>	<p>Children will know how to ride a balance bike.</p> <p>Children will know how to use a knife and fork.</p> <p>Children will know how to correctly form the letters c, k, u, b, f, e.</p>	<p>Children will know how to kick and pass different sized balls.</p> <p>Children will know how to use two-hole scissors to cut along lines and curves.</p> <p>Children will know how to correctly form the letters l, h, r, j, v, y.</p>	<p>Children will know how to throw and catch different sized balls.</p> <p>Children will know how to thread and sew.</p> <p>Children will know how to correctly form the letters w, z, x, q.</p>	<p>Children will know how to bat and aim using different sized balls.</p> <p>Children will know how to skip using a skipping rope.</p> <p>Children will know how to correctly form capital letters.</p>

In Early Years we give children a wide range of resources and activities both indoors and outdoors to develop their gross and fine motor skills. Children are regularly given the opportunity to transfer physical skills learnt in one context to another one through activities such as Forest School sessions. Through dedicated PE sessions children are given opportunities to develop their overall body strength by learning disciplines including dance, gymnastics and sports. Children are given opportunities to develop the skills they need to manage the school day such as lining up appropriately, giving others personal space and having good table manners.

Literacy

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who am I?	Will you tell me a story?	Would you rather?	How can we get there?	How do things grow and change?	What is hiding underneath?
<p>Children will read and correctly form the sounds s,a,t,p,l,n,m,d</p> <p>Children will hear and identify initial sounds in words.</p> <p>Children will know sight words I, the.</p>	<p>Children will read and correctly form the sounds g,o,c,k,ck, e, u, r, h, b, f, ff, l, ll, ss</p> <p>Children will blend known sounds in words.</p> <p>Children will know sight words I, the, to, into.</p>	<p>Children will read and correctly form the sounds j, v, w, x, y, z, zz, qu</p> <p>Children will blend known sounds in words.</p> <p>Children will know sight words no, go, so.</p>	<p>Children will read and correctly form the sounds ch, sh, th, ng, ai, ee, igh, oa,</p> <p>Children will blend known sounds in words.</p> <p>Children will know sight words he, she, me, we, be.</p>	<p>Children will read and correctly form the sounds oo, ar, or, ur, ow, oi, ear, air, ure, er</p> <p>Children will blend known sounds in words.</p> <p>Children will know sight words are, they, her.</p>	<p>Children will sound and blend words using phase 4 phonics</p> <p>Children will know sight words my, by, of.</p>
 	 	 	 	 	 

In Early Years we aim to give children a life-long love of reading by reading to and with children regularly. We share a wide range of books with children including picture books, those with no text, non-fiction books, rhymes and poetry and give children the opportunity to share their thoughts and opinions in order to develop their understanding further. We provide children with opportunities to write indoors and outdoors on a range of resources including paper, chalkboards, whiteboards, LED writing tablets and interactive whiteboards. Children also have free access to a variety of mark making tools including pens, pencils, chalks and wax crayons.

Maths

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Who am I?	Will you tell me a story?	Would you rather?	How can we get there?	How do things grow and change?	What is hiding underneath?
<p>Children will match and sort.</p> <p>Children will represent, compose and compare numbers to 5.</p> <p>Children will identify and describe circles, triangles, squares and rectangles.</p> <p>Children will identify 0.</p>	<p>Children will represent, compose and compare numbers to 5.</p> <p>Children will order numbers within 6.</p> <p>Children will identify one more and one less within 6.</p> <p>Children will add and subtract one from a number within 6.</p> <p>Children will make AB patterns.</p>	<p>Children will represent, compose and compare numbers to 8.</p> <p>Children will explore number bonds to 5.</p> <p>Children will compare numbers within 10.</p> <p>Children will add and subtract numbers within 10.</p>	<p>Children will combine 2 groups by doubling numbers within 6.</p> <p>Children will divide groups by halving number within 6.</p> <p>Children will explore length, height, and weight.</p> <p>Children will explore number beyond 10.</p>	<p>Children will count forwards and backwards within 10.</p> <p>Children will identify odd and even number within 10.</p> <p>Children will build and identify numbers to 20.</p> <p>Children will add and subtract numbers within 20.</p> <p>Children will explore special reasoning of positional language and time.</p> <p>Children will identify 3D shapes of a cube, sphere, cylinder and cone.</p>	<p>Children will combine 2 groups by doubling numbers within 10.</p> <p>Children will divide groups by halving number within 10.</p> <p>Children will make ABB/AAB repeated patterns.</p> <p>Children will identify even and odd numbers up to 10.</p> <p>Children will compare amounts, size, mass and capacity.</p> <p>Children will recall number bonds to 5.</p>

In Early Years we aim for our children to have a strong grounding in numbers up to 10, the relationships between them and the patterns within those numbers. We encourage our children to use manipulatives to develop a secure base of number knowledge and provide a curriculum that gives children rich opportunities to develop their spatial reasoning skills across all areas of maths including space, shape and measure.

Understanding the World						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who am I?	Will you tell me a story?	Would you rather?	How can we get there?	How do things grow and change?	What is hiding underneath?
History Link	Children will know who St Francis is and why he is important.	Children will explore images, stories and artefacts from the past. Children will know that Remembrance Day is to remember soldiers who died in the war.	Children will look at images of transport from the past and identify similarities and differences. Children will know how they have changed from being a baby to being 4/5.	Children will know who David Attenborough is and why he is important.	Children will know that the past is anything before the current day. Children will now that the present is now.	Children will know who Mary Anning is and why she is important. Children will look at images of seaside holidays from the past and present and identify similarities and differences.
Geography Link	Children will know that the green on a globe is land and the blue is sea. Children will know that a globe shows different countries around the world. Children will identify typical weather in Autumn.	Children will know how people in different countries celebrate Christmas. Children will know that our village is in England. Children will identify typical weather in Winter.	Children will know that we do not have certain animals in England and will compare with Africa.	Children will know the name of the road that our school is on. Children will explore aerial maps of our school and identify key features. Children will identify typical weather in Spring.	Children will know that we can only grow certain fruit/vegetables in England.	Children will identify similarities and differences between life in our town and life in Africa. Children will identify typical weather in Summer.
Science Link	Children will know the names of body parts: shoulders, elbows, knees, ankles. Children will know the 5 senses. Children will know that this time of year is Autumn.	Children will identify plastic and metal. Children will know what material a magnet picks up.	Children will know that this time of year is Winter. Children will explore floating and sinking.	Children will know that this time of year is Spring.	Children will know the life cycle of a sunflower and chick and observe changes and growth. Children will know how to care for a plant. Children will know the names of the 4 seasons and weather associated with them. Children will observe how a tree has changed over the 4 seasons.	Children will know that this time of year is Summer. Children will know that some animals can live underwater. Children will melt and solidify different substances such as chocolate and butter.
Computing Link	Children will know how to use an iPad to take photos.	Children will know how to use keys on a keyboard to type their name.	Children will know how to use a trackpad to move a cursor.	Children will know how to use the laptop to make digital art using the programme 'paint'.	Children will know how to programme a beebot.	Children will know how to ask google a question using dictation.
<p>In Early Years we provide children with opportunities to explore the natural environment and make observations about what they see. Children are given the opportunity to explore the local environment, from visiting parks, places of worship and libraries to meeting important members of our community including nurses, police officers and fire fighters. Children are exposed to a diverse range of characters in stories to develop their cultural understanding. They are also given opportunities to explore development and growth in plants and animals as well as observing similarities and differences between themselves and those within our community.</p>						

Understanding the World						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Who am I?	Will you tell me a story?	Would you rather?	How can we get there?	How do things grow and change?	What is hiding underneath?
Music Link	<p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Everywhere we go (call and response) - Cauliflowers Fluffy 	<p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Away in a Manger - Little Donkey <p>Children will listen to a visitor play a range of instruments and identify similarities and differences.</p>	<p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Row, row, row your boat - Early in the morning <p>Children will know how to tap/clap along to a rhythm.</p>	<p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - I went to the animal fair - The animals went in two by two <p>Children will experiment with different ways of playing instruments.</p> <p>Children will join in with choreographed dances.</p>	<p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - Here we go round the mulberry bush - Mary, Mary Quite Contrary <p>Children will know how to match a pitch.</p>	<p>Children will know the nursery rhymes/songs:</p> <ul style="list-style-type: none"> - A sailor went to sea, sea, sea - There's a hole in the bottom of the sea <p>Children will know perform their own dances using steps and techniques that they have learned.</p>
Art Link	<p>Children will know how to mix primary colours to make secondary colours using poster paints.</p> <p>Children will know how to draw a person – head, body, arms, legs and facial features.</p>	<p>Children will know how to mould clay.</p> <p>Children will make fruit and vegetable portraits in the style of Giuseppe Arcimboldo.</p>	<p>Children will know how to make 2D collages.</p> <p>Children will explore and make art in the style of Henry Matisse.</p>	<p>Children will know how to use and mix watercolour paints.</p> <p>Children will know how to use different techniques to make 3D collages.</p>	<p>Children will know how to make a mono print.</p> <p>Children explore and create art in the style of Georgia O'Keefe.</p>	<p>Children will know how to make different shades of the same colour.</p>
Design and Technology Link	<p>Children will know which glue or tape to use for their chosen purpose.</p>	<p>Children will know how to make the flange joint and treasury tag joint.</p>	<p>Children will know how to make an I-brace joint.</p>	<p>Children will know how to make a slot joint.</p>	<p>Children will know how to make a tab joint.</p>	<p>Children will know how to make a split pin joint.</p>
<p>In Early Years children are given ample opportunities to engage with the arts, explore and play with a wide range of media and materials. Children have role play environments set up indoors and outdoors to develop pretend and imaginative play. Children are given the opportunity to listen to and watch musicians and dancers perform as well as be provided with resources to practise and perform their own ideas.</p>						