

Reception - Long Term Plan 2021-22

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Amazing me! 7 weeks	Join the party! 7 weeks	Brilliant Bears 7 weeks	Once upon a time... 7 weeks	Creepy Crawlies 4 weeks	I do like to be beside the seaside! 7 weeks 2 day
<u>Trips and visitors</u> Eureka (week 7) Harvest festival week 6/7 Black history month/ carnival JIAM Halloween/ Disco	<u>Trips and visitors</u> Hanukkah; Diwali Bonfire night Light week (Science) Autumn Walk/ Dingley Dell etc Nativity Birthday week, Xmas	<u>Trips and visitors</u> Teddy bear picnic Dingley Dell bear hunt Outdoor week (with parents)	<u>Trips and visitors</u> Dingley Dell Lempen Puppet Theatre - Grimm's Stories	<u>Trips and visitors</u> Predators (creepy crawly parent) Hirst Wood? Or St Ives free transport Tropical World	<u>Trips and visitors</u> Seaside (St Anne's)
<u>Literacy</u> 1. What Makes Me A Me? 2. It's OK to be different. 3. You Choose 4. Julian is a mermaid 5. The Smeds and the Smoos/ Mixed	<u>Literacy</u> 1. Peppa Pig: Peppa's Diwali 2. What is Light? (Discovering Science) 3. Percy the Park Keeper 4. It's my birthday	<u>Literacy</u> 1. NF - 10 reasons to love a bear 2. Goldilocks and the three bears 3. Biscuit bear 4. Going on a bear hunt 5. Whatever next 6. Bumblebear 7. Finding Winnie: The	<u>Literacy</u> 1. 3 Little Pigs 2. Jack and the Beanstalk 3. Little Red Riding Hood 4. Gruffalo 5. Billy goats gruff 6. The Odd Egg/ Mr Impossible and the	<u>Literacy</u> 1. Mad about minibeasts 2. Superworm/ Yucky worms 3. Bad Tempered Ladybird 4. Tad 5. What the Ladybird heard on holiday	<u>Literacy</u> 1. There's a hole in the bottom of the sea. 2. Sharing a shell. 3. Gorilla loves vanilla/ There's Broccoli in my Ice Cream! 4. Island

6. NF - Brilliant Body (First Facts and Flaps)	5. Little Robin Red Vest 6. Jolly Christmas 7. One Snowy Night	Story of the Real Bear Who Inspired Winnie-the-Pooh	Easter Egg Hunt (Mr. Men and Little Miss Picture Books) 7. The mummy shop		5. The Pirates are Coming! 6. Lighthouse keeps lunch 7. NF Seaside holidays then and now:
<p>Reading</p> <p>Daily Stories</p> <p>Individual reading at least once per week - October half term onwards</p> <p>Labels/books in all areas</p> <p>Independent library books</p> <p>Library sessions</p> <p>Opportunities inside/outside for reading</p> <p>Themed reading corner</p>					
<p>Phonics</p> <p>Read Write Inc</p>					
<p>Writing</p> <p>Initial sounds</p> <p>Building words</p> <p>Letter formation</p> <p>Holding pencil correctly</p> <p>Copy over name</p>	<p>Writing</p> <p>Lists</p> <p>Captions</p> <p>What is a sentence?</p> <p>Introduce capital letters as lower case friends.</p> <p>Simple sentences - human sentences</p> <p>Letter formation</p> <p>Introduce key words</p>	<p>Writing</p> <p>Say it - write it</p> <p>Post it note sentences</p> <p>Simple sentences -</p> <p>Sentences in provision</p>	<p>Writing</p> <p>All of Spring 1 plus -</p> <p>Say it - write it</p> <p>Sequencing sentences</p> <p>Continue key words</p>	<p>Writing</p> <p>Writing a simple narrative</p> <p>Sequence a set of sentences</p> <p>Common words beginning to be spelt correctly</p> <p>Phonetically plausible attempts at trickier words</p>	
Maths	Maths	Maths	Maths	Maths	Maths

<p>White Rose Scheme</p> <p>Opportunities for settling in, introducing the areas of provision and getting to know the children.</p> <p>Key times of the day, class routines. Exploring the continuous provision inside and out. Where do things belong? Positional language.</p> <p>Just like me- Matching and sorting objects. Comparing sizes and using related language.</p>	<p>White Rose Scheme</p> <p>It's me 123!-</p> <p>Identify representations of 1, 2 and 3.</p> <p>Count up to 3 objects.</p> <p>Mark making to represent 1, 2 and 3.</p> <p>To understand as we count each number is one more, introduce one less.</p> <p>Compositions 1-3.</p> <p>Learn shape 1-circle, 2 semi circle and 3-triangle.</p> <p>To begin to hear and use positional language.</p> <p>Light and Dark</p>	<p>White Rose Scheme</p> <p>Five Alive!-</p> <p>Introduce zero and apply understanding to the classroom.</p> <p>Comparing numbers to 5.</p> <p>Develop understanding that numbers are made up of smaller numbers.</p> <p>Explore weight and weighing objects. Begin to use measurement language. Develop understand of full and empty, make comparisons.</p> <p>Balance number shapes, for example numi-con. Think about the different ways to match 5.</p> <p>Growing 6, 7, 8-</p>	<p>White Rose Scheme</p> <p>Building 9 and 10- CONSOLIDATE KEY SKILLS</p> <p>Continue to apply counting practice to count to 9 and 10, forwards and backwards. Sort the amounts into smaller groups.</p> <p>Comparing numbers to 10.</p> <p>Number bonds to 10.</p> <p>Introduce 3-D shapes and their names.</p> <p>Create more complex patterns.</p>	<p>White Rose Scheme</p> <p>To 20 and beyond- CONSOLIDATE KEY SKILLS</p> <p>Build and identify numbers to 20. Provide opportunity to demonstrate that numbers 1-9 repeat.</p> <p>Count on and backwards beyond 10. Learn that teen numbers are made of 10 and a bit more.</p> <p>Use positional language to complete matching games and jigsaws.</p> <p>First, then, now-</p> <p>Adding more to amounts. Using first, then and now to create a mathematical story, for example, first we had 3, then we added 2 and now we have 5.</p>	<p>White Rose Scheme</p> <p>Find my pattern- CONSOLIDATE KEY SKILLS</p> <p>Learn that double means two of and explore early symmetry.</p> <p>Sharing and grouping.</p> <p>Even and odd</p> <p>Spatial reasoning, children to look at how shapes can be the same but in a different position. Use positional language to explain where items are.</p> <p>On the move-</p> <p>Thinking about problems solving and using our skills to work out simple problems.</p>
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<p>Making simple repeating patterns.</p>	<p>To count on and back from/to 4.</p> <p>Represent numbers up to 5 items, continue to count up and backwards.</p> <p>One more and one less</p> <p>4- Squares.</p> <p>Explore squares and rectangles.</p> <p>Talk about night and day. Discuss daily routines.</p> <p>Begin to measure times in simple ways.</p>	<p>Representing 6, 7 and 8 in different ways. Making smaller groups from the numbers.</p> <p>Build on matching to find and sort pairs. Sort amounts into pairs and notice that some will be odd.</p> <p>Combine numbers to make a new amount.</p> <p>Begin using language to describe length and height. Make comparisons.</p> <p>Continue to order and sequence important times of the day. Use related language. Children to describe events in their lives and what they're looking forward to.</p>		<p>Taking away from amounts. Again, use first, then and now to create a mathematical story.</p> <p>Spatial reasoning. Learn how shapes can be rearranged to make new shapes.</p>	<p>Investigate relations between shapes and numbers. Continue repeating patterns and symmetry.</p> <p>Making maps and plans to represent places and to use to see where things are in relation to others.</p>
<p>Understanding of the World</p> <p>Opportunity to talk about family and home.</p> <p>Share days out/holidays</p> <p>Role play imitation of life play</p> <p>Seasonal changes</p>					

Explore/discuss features of objects in environment. Global area - Tasting food from different parts of world. Introduction of interactive white board / Reception computer suite	Global area - Tasting food from different parts of world. Listening centre/ Computers Wind up toys/ pull back cars Operate simple equipment J2E	Role play imitation of life play Forest schools Explore/discuss features of objects in environment. Global area - Tasting food from different parts of world. Introduction of interactive white board / Reception computer suite	Forest schools Computers Wind up toys/ pull back cars Using cameras Operate simple equipment J2E	Role play imitation of life play Explore/discuss features of objects in environment. Forest schools. Interactive white board / Reception computer suite Ipads Bee bots- position / direction	Forest schools Interactive white board / Reception computer suite Ipads Bee bots
Expressive Arts and Design Variety of exploration of different media eg clay, cornflour etc.					
Dancing/free movement	Experimentation with different kinds of makings and fastening. Tapping out rhythm. Exploring texture. Dancing/free movement Role play : - House in the Woods	Dancing/free movement Role play areas -	Experimentation with different kinds of makings and fastening. Tapping out rhythm. Exploring texture. Dancing/free movement		Experimentation with different kinds of makings and fastening. Tapping out rhythm. Exploring texture. Dancing/free movement Role play : -Beach Hut
Personal, Social and Emotional Development					
Making Relationships					
Learning names/getting to know each other Joining in play and forming friendships Circle time	Continue to develop friendships	Deepening friendships Working as a team	Continue to develop friendships	Deepening friendships Working as a team	Prepare for transition New friendships

Self Confidence and Self Awareness				
Settling in/learning routines Being part of a class. Expressing interests. Encourage increasing independence and choice. Selecting and using resources. Begin to talk about choices made			Quality inter-action between staff and children in all areas and at all times. Children can talk about their learning confidently	Transition
Managing Feelings and Behaviour				
Learning class rules and routines. Responding to needs and feelings of others.	Show understanding and co-operates with some of the class boundaries and routines.	Class rules embedded Aware of behaviours for learning Display good learning in all areas of provision.	Aware of behaviours for learning Display good learning in all areas of provision.	Transition ELG
Communication and Language				
Understanding Listening Games Learning names Understanding of simple questions	Understanding Listening games Using names of others Following simple instructions. Plays with sounds, songs and rhythms.	Understanding Questioning and answering games Key questions in provision Elklan linked activities level 4/5	Understanding Key questions in provision Evidence within observations	
Speaking Quality inter-action between staff and children in all areas and at all times. Uses simple and complex sentences. Model correct use of language	Speaking Sharing time Continued quality inter-action with emphasis on two-way communication. Quality questioning skills. Using more complex sentences.	Speaking Quality inter-action between staff and children in all areas and at all times. Ensure children are speaking in more complex sentences Carry on a conversation on the same theme for a period of time	Speaking Quality inter-action between staff and children in all areas and at all times. Ensure children are speaking in more complex sentences Carry on a conversation on the	Speaking Quality inter-action between staff and children in all areas and at all times. Connect ideas Talk about past /present Story line into play

	Object of the week - introduced to extend questioning skills			same theme for a period of time Talk about past / present Storyline into play	
Physical Development					
Moving and Handling Parachute / sticky kids Pencil grip /fine motor activities Scissor skills	Moving and Handling Small Apparatus / shape games Pencil grip /fine motor activities	Moving and Handling Team games Pencil grip /fine motor activities Scissor skills	Moving and Handling Large apparatus Pencil grip /fine motor activities	Moving and Handling Outdoor PE Skills Pencil grip /fine motor activities Scissor skills	Moving and Handling Rose Day Pencil grip /fine motor activities
Health and Self Care Toilet and hand washing routine Snack time Dinner time Recognising danger and able to seek adults for help. Changing for PE	Health and Self Care Aware of dinner time routine Understanding safety Changing independently for PE	Health and Self Care Continued all year - Toilet and hand washing routine Snack time Dinner time Recognising danger and able to seek adults for help. Changing for PE	Health and Self Care Embedded lunchtime routine Understanding safety Changing independently for PE	Health and Self Care Continued all year - Toilet and hand washing routine Snack time Dinner time Recognising danger and able to seek adults for help. Changing for PE	Health and Self Care Embedded lunchtime routine Understanding safety Changing independently for PE