



Reception (Age 4-5) Long Term Plan 2021/22

Terms	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/ Books	All about me <ul style="list-style-type: none"> Owl babies How do you feel? Full, full, full of love 	Dinosaurs <ul style="list-style-type: none"> Knock, knock dinosaur If you meet a dinosaur The dinosaur who lost his roar 	Transport <ul style="list-style-type: none"> Mr Gumpy's motor car The hundred decker bus Busy boats 	The great outdoors <ul style="list-style-type: none"> Oliver's vegetables A seed in need The very hungry caterpillar 	Traditional tales <ul style="list-style-type: none"> Three little wolves and the big bad pig Cinderella The Princess & the Pea (cultural story) 	Under the sea <ul style="list-style-type: none"> The rainbow fish Commotion in the ocean Tiddler- the story telling fish
Prime Areas						
Communication and Language						
Listening, Attention, and Understanding Speaking	To know and understand how to listen carefully and why listening is important. To know and talk about the school rules and how they	To be able to ask questions to find out more and to check they understand what has been said to them. To be able to begin developing social	To be able to articulate their ideas and thoughts in well-formed sentences. To be able to connect one idea or action to another using a range of connectives.	To be able to use talk to explain how things work and why they might happen. To be able to describe events in some detail and talk about what they observe in the	To be able to articulate their ideas and thoughts in well-formed sentences. To be able to describe events in some detail.	

	<p>help to keep us happy and safe.</p> <p>To be able to engage in story times.</p> <p>To be able to 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>To be able to talk about and describe themselves and their families.</p> <p>To know and talk about the different people who help us in the community. (Police, fire brigade, Dr and Nurses)</p> <p>To know and talk about some influential figures from the past who have helped us such as Mary Seacole, Florence Nightingale.</p>	<p>phrases and engage in story times.</p> <p>To be able to make comments about what they have heard and ask questions to clarify their understanding.</p> <p>To be able to hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <p>To know be able to use the new vocabulary taught in topic in discussions and play.</p> <p>To know vocabulary related to different celebrations and understand the different ways people celebrate.</p>	<p>To be able to engage in non-fiction books.</p> <p>To be able to listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary regarding different places around the world.</p> <p>To be able to express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses.</p> <p>To be able to express their ideas making use of conjunctions, with modelling and support from their teacher.</p>	<p>natural world and growing observations.</p> <p>To know explain how things work and why they might happen regarding the environment and sustainability.</p> <p>To know and be able to use the new vocabulary taught in Topic in discussions and play.</p> <p>To be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>To know and talk about what they can do to have a positive impact on the environment.</p>	<p>To be able to use talk to help work out problems and organise thinking and activities.</p> <p>To be able to express their ideas and feelings about their experiences using full sentences.</p> <p>To be able to participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>To know and be able to use the new vocabulary taught in topic in discussions and play.</p>	
--	---	---	---	--	--	--

	To know and be able to use the new vocabulary taught in Topic in discussions and play					
--	---	--	--	--	--	--

ELG
Listening, Attention and Understanding:
 *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.
Speaking- participate in a small group, class or one to one discussion, offering their own ideas, using recently introduced vocabulary.

Personal, Social and Emotional Development

<p>Self-Regulation</p> <p>Managing Self</p> <p>Building Relationships</p> <p>These have been split for extra focus but will be ongoing.</p>	<p>To be able to talk about how to stay safe.</p> <p>To be able to see themselves as a valuable individual.</p> <p>To be able to build constructive and respectful relationships, demonstrating how to be a good friend.</p> <p>To know what to do if they are feeling worried about something.</p> <p>To be able to work and play cooperatively and take turns with others</p>	<p>To be able to show resilience and perseverance in the face of challenge.</p> <p>To be able to identify and moderate their own feelings socially and emotionally.</p> <p>To be able to express their feelings and consider the feelings of others and regulate behaviour accordingly.</p> <p>To be able to display confidence to try new activities</p> <p>To be able to Manage own basic hygiene and personal needs.</p>	<p>To be able to show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p> <p>To be able to display Confidence to try new activities.</p> <p>To be able to explain the reasons for rules and know right from wrong.</p> <p>To be able to Manage own behaviour.</p>	<p>To know what to do if they are feeling worried about something.</p> <p>To be able to work and play cooperatively and take turns with others.</p> <p>To be able to set and work towards simple goals.</p> <p>To be able to give focused attention to what their peers and the teachers say.</p> <p>To be able to manage own behaviour.</p> <p>To be able to manage own basic hygiene and personal needs.</p>	<p>To be able to think about the perspectives of others.</p> <p>To be able to manage their own needs.</p> <p>To know about and show understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</p> <p>To be able to set and work towards simple goals.</p> <p>To be confident to try new activities and be able to explore different ways of doing things.</p>	
--	---	---	--	--	--	--

		To know what democracy means and begin to build an awareness of majority votes through voting in class.	To be able to talk about what is fair and what is not fair.		To be able to explain the reasons for rules and know right from wrong.	
--	--	---	---	--	--	--

	<p>ELG</p> <p>Self-Regulation:</p> <ul style="list-style-type: none"> *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 focus and attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing self:</p> <ul style="list-style-type: none"> *Be confident to try new activities and show independence, resilience, and perseverance in the face of challenge. <p>Building Relationship:</p> <ul style="list-style-type: none"> *Work and play cooperatively and take turns with others. *Form positive attachments to adults and friendships with peers. *Show sensitivity to their own and others needs. 					
--	--	--	--	--	--	--

Physical Development

Gross Motor Skills	To be able to move confidently in different ways.	To be able to balance and coordinate safely.	To be able to develop the overall body strength, co-ordination, balance, and agility needed to engage successfully with future physical education sessions.	To be able to use gymnastics on apparatus to balance, climb & swing.	To know and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	
	To know and revise and refine the fundamental movement skills they have already acquired: rolling, crawling, walking, jumping, running, hopping, skipping, and climbing.	To be able to negotiate space effectively without visible boundaries.	To be able to perform a single skills or movement with simple control.	To be able to link at least 2 movements together when performing a small range of skills.	To be able to develop confidence and competence.	
Fine Motor Skills		To be able to develop and refine a range of ball skills including throwing, catching, kicking, passing, batting, and aiming.	To know good practices regarding	To be able to work sensibly with others, taking turns and sharing whilst	To develop precision, and accuracy when engaging in activities that involve a ball.	

	<p>To develop fine motor-skills-holding pencil correctly, using scissors etc.</p> <p>To be able to experiment with wide range of small equipment learning some degree of control.</p> <p>To know and be able to talk about different factors that support their overall health; regular physical activity, healthy eating, teeth brushing.</p> <p>To know and be able to talk about different factors that support their overall wellbeing; sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian.</p>	<p>To be able to use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely, and confidently.</p> <p>To develop fine motor-skills-holding pencil correctly, using scissors etc.</p>	<p>health and wellbeing such as eating healthily, exercising regularly, sleep and reasonable amounts of screen time.</p> <p>To be able to confidently and safely use a range of large and small apparatus indoors and outside and in a group.</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>To develop fine motor skills-holding pencil correctly, using scissors etc.</p>	<p>Comparing movements and skills with others.</p> <p>To be able to use equipment properly and move and land safely.</p> <p>To be able to work in a team collaborating and problem solving. (Outdoor and adventurous activities)</p> <p>To be able to develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>To develop fine motor skills-holding pencil correctly, using scissors etc.</p>	<p>To be able to develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>To develop fine motor skills-holding pencil correctly, using scissors etc.</p>	
	<p><u>ELG</u></p> <p>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. Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.</p>					

Fine Motor Skills:

*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.

Specific Areas

Mathematics

Number Numerical Patterns	To recite numbers.	To order numbers and find missing numbers.	To recognise numbers.	To recognise numbers and count accurately.	To match number to quantity.
	To recognise numbers.	To know number bonds to 5.	To understand and use greater than and equal to.	To identify odd and even numbers.	To understand and use one more and one less.
	To count objects.	To double numbers.	To understand and use less than and equal to.	To share numbers equally.	To know number bonds to 10.
	To find more or less.	To know number bonds to 10.	To estimate quantities.	To identify and use 1 more and 1 less.	To identify odd and even numbers.
	To compare numbers.	To subtract (within number bonds to 10)	To complete addition to 10.	To halve numbers.	To complete addition to 10.
	To say how many are in a set.	To halve numbers.	To complete word problems.	To double numbers.	To complete subtraction within 10.

ELG

Number:

*Have a deep understanding of numbers to 10 including the composition of each number.

*Subitise up to 5.

*Automatically recall (without reference to rhymes, counting or other aids) number bonds to 5 (including subtraction facts) and some number bonds to 10 including double facts.

Numerical Patterns:

*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.

*Explore and represent patterns within numbers up to 10 including odds and evens, double facts and how quantities can be distributed equally.

Literacy

<p>Comprehension</p> <p>Work</p> <p>Reading</p> <p>Writing</p>	<p>To be able to correctly form the graphemes and say the phonemes to match.</p> <p>To begin to be able to blend some CVC words.</p> <p>To begin to know some tricky red words.</p> <p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To be able to anticipate (where appropriate) key events in stories.</p> <p>To hear and write the initial sounds in words.</p>	<p>To be able to blend sounds to read words.</p> <p>To be able to segment and write words.</p> <p>To begin to be able to write some short captions, labels, and sentences with adult support.</p> <p>To be able to participate in shared writing experiences in whole class writing sessions and story maps.</p> <p>To be able to demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>To be able to talk about characters,</p>	<p>To begin to be able to read some short sentences.</p> <p>To begin to be able to write CVC and CCVC words.</p> <p>To begin to be aware of sentence structure (capital letters, finger spaces and full stops)</p> <p>To be able to write recognisable letters, most of which are correctly formed.</p> <p>To be able to blend and segment words when writing independently.</p> <p>To be able to demonstrate understanding of what has been read to them.</p>	<p>To be able to read and write some CVCC words.</p> <p>To know and be able to read a few common exception words matched to the school's phonic programme.</p> <p>To be able to read words consistent with their phonic knowledge.</p> <p>To be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p>To be able to segment and spell words.</p> <p>To know and use recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>To be able to talk about story structures.</p>	<p>To be able to read words consistent with their phonic knowledge.</p> <p>To be able to form lower-case and capital letters correctly.</p> <p>To be able to segment and spell words and write simple phrases and sentences that can be read by others.</p> <p>To be able to anticipate (where appropriate) key events in stories.</p> <p>To be able to write sentences and continue to build an awareness of capital letters full stops and finger spaces when writing sentences.</p> <p>To begin to be able to draw and innovate story maps from well-known stories.</p>
--	---	---	--	---	--

	To say what has been written.	settings, authors and illustrators				
--	-------------------------------	------------------------------------	--	--	--	--

	<p>ELG</p> <p>Comprehension:</p> <ul style="list-style-type: none"> *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. *Anticipate (where appropriate) key events in stories. *Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>Word Reading:</p> <ul style="list-style-type: none"> *Say a sound for each letter of the alphabet and at least 10 diagraphs. *Read words consistent with their phonic knowledge by sound blending. *Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Writing:</p> <ul style="list-style-type: none"> *Write recognisable letters, most of which are correctly formed. *Spell words by identifying the sounds in them and representing the sounds with a letter or letters. *Write simple phrases and sentences that can be read by others. 					
--	--	--	--	--	--	--

<h2>Understanding the World</h2>						
----------------------------------	--	--	--	--	--	--

<p>Past and Present</p> <p>People, Culture, and Communities</p> <p>The Natural World</p>	To be able to talk about members of their immediate family and community.	To know and understand that some places are special to members of their community.	To be able to recognise some similarities and differences between life in this country and life in other countries.	To be able to describe what they see, hear, feel and taste, both in and outside. (Science investigation)	To understand the important processes and changes in the natural world around them, including changing states of matter.	
	To be able to talk about themselves in the past when they were younger and make sense of their family history.	To know and name some important places of worship.	To learn about different cultures in other places in the world.	To be able to explore the natural world around them, making observations and drawing pictures of animals and plants.	To know and understand the important processes and changes in the natural world.	
	To know, name and describe people who are familiar to them.	To be able to recognise that people have different beliefs and celebrate special times in different ways.	To be able to Comment on images of familiar situations in the past.	To know and understand the important processes and changes in the natural world around them, including seasons and	To be able to compare the past and present through story settings.	
	To be able to draw information from a	To know about different	To be able to compare characters from			

	<p>simple map for their local area.</p> <p>To be able to talk about members of their immediate family and community.</p> <p>To be able to talk about the lives of people around them and their roles in society both in the present and past.</p>	<p>celebrations that occur in Autumn (Diwali, Hanukkah, Remembrance Day, Christmas)</p>	<p>stories, including figures from the past.</p> <p>To be able to continue to show respect and tolerance for those with different faiths and beliefs or those without beliefs.</p> <p>To be able to respect the values, ideas and beliefs of others whilst not imposing personal beliefs on others.</p>	<p>changing states of matter through observations and investigations.</p> <p>To know what a plant needs to grow. (Science investigation)</p> <p>To be able to explain some concepts of growth through observation of seeds growing in class.</p> <p>To know about healthy foods that grow naturally.</p>	<p>To be able to compare the past and present through characters (clothes/image)</p> <p>To be able to describe what they see, hear, and feel whilst outside.</p>	
--	---	---	---	--	--	--

	<p>ELG</p> <p>Past and Present:</p> <ul style="list-style-type: none"> *Talk about the lives of 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>People, culture, and Communities:</p> <ul style="list-style-type: none"> *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction, texts images 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, nonfiction texts and (when appropriate) maps. <p>The Natural World:</p> <ul style="list-style-type: none"> *Explores 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 to them in class. *Understand some important processes and changes in the natural world around them, including seasons and changing states of matter. 					
--	---	--	--	--	--	--

Expressive Arts and Design

<p>Creating with Materials</p>	<p>To know a range of songs related to</p>	<p>To be able to move to musical stimuli and</p>	<p>To be able to join in simple songs</p>	<p>To be able to imitate and create movement in response to music.</p>	<p>To know a repertoire of songs- nursery, topical, seasonal.</p>	
--------------------------------	--	--	---	--	---	--

<p>Being Imaginative and Expressive</p>	<p>themselves and their communities.</p> <p>To be able to explore what happens when they mix colours.</p> <p>To draw and paint pictures of their families and people in the community who help us.</p> <p>To be able to develop storylines in their pretend play.</p> <p>To be able to play with others during role play who are engaged in the same theme.</p> <p>To create simple representations of events, people and objects.</p>	<p>keep in time to the music.</p> <p>To be able to perform songs on stage to others.</p> <p>To learn about and create arts and crafts from different cultures e.g. Divas, Christmas cards.</p> <p>To know colours can be mixed to make a new colour.</p> <p>To be able to invent narratives in role play and when playing in the playground.</p> <p>To create narratives with different cultural dress up items, clothing, dolls and small world.</p>	<p>remembering some of the words.</p> <p>To be able to participate in action songs which call for movement.</p> <p>To be able to move to musical stimuli in a variety of ways, e.g. hopping, marching, skipping, and jumping.</p> <p>To know that different materials can be used to create art.</p> <p>To be able to use simple tools and techniques competently and appropriately when creating arts from round the world</p> <p>To be able to selects tools and techniques needed to shape, assemble and join materials they are using and explain the processes they have used.</p>	<p>To be able to return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>To know different uses and purposes for a range of media materials.</p> <p>To be able to use paints and pastels and other resources to create observational drawings.</p> <p>To introduce a storyline or narrative into their play.</p>	<p>To be able to create collaboratively sharing ideas, resources, and skills.</p> <p>To be able to use props and role play to tell stories and act out narratives in play.</p> <p>To know that they can use their voices whilst acting to create a dramatic affect.</p> <p>To be able to experiment with colour, design, texture, form and function.</p> <p>To make props and to retell traditional tales.</p>	
	<p><u>ELG</u></p> <p>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 roleplaying narratives and stories,</p> <p>Being Imaginative and Expressive:</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 and move in time with Music.*