

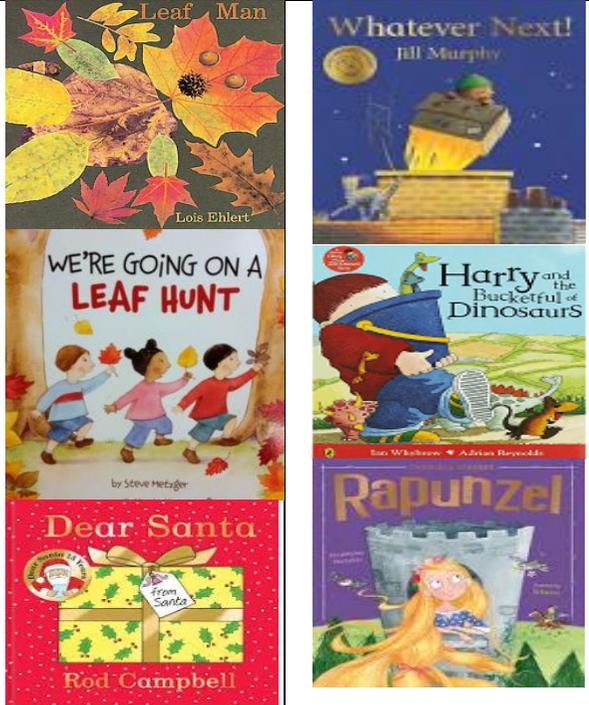
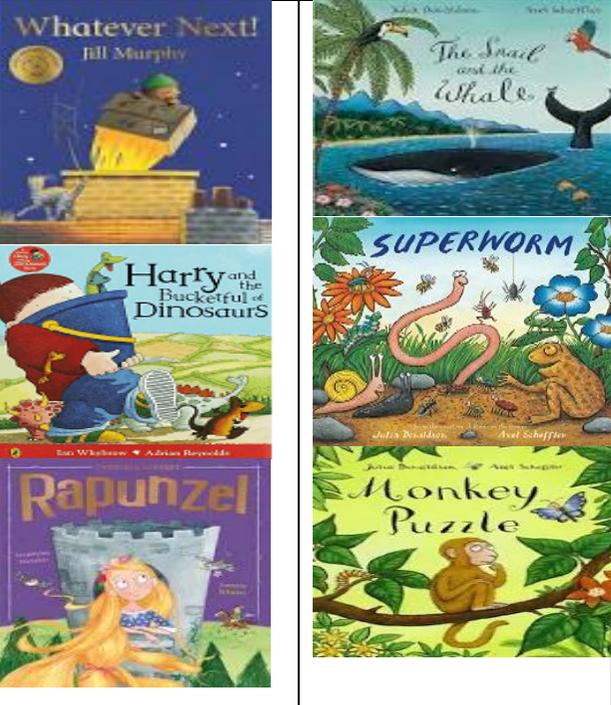
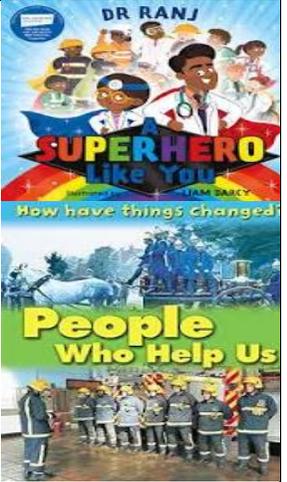
Reception Long Term Planning, 2021 – 2022

Key: Geography Link History Link Science Link Music Link Art Link Computing Link D&T Link RE Link

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Leading Question	<p>What do I know about me? (I've just joined school and I'm learning about my place in the world).</p> <p>Personal timeline</p> <p>Different maps</p> <p>Local amenities</p> <p>Parts of the body</p>	<p>Why are there so many leaves on the ground? (I've learnt who I am and where I'm from, what about others and other places?)</p> <p>England, Scotland, Wales & N. Ireland.</p> <p>Royal family</p> <p>Senses</p>	<p>Has the world always been like this?</p> <p>Explorers</p> <p>North pole south pole / Mountains.</p> <p>Winter animals and habitats</p>	<p>Who are the famous animals inside our books? (I've learnt about creatures that used to be alive, what animals are alive now?)</p> <p>Materials</p> <p>Rivers</p>	<p>Are all minibeasts scary? (I've learnt about animals, but how do they grow and what other things grow?)</p> <p>Street maps</p> <p>Invertebrates</p>	<p>Who can I ask for help? (I've learnt about things that grow on our planet, now how can I take care of it all?)</p> <p>Seaside towns</p> <p>Holidays</p> <p>Birds and shellfish</p>
Key Questions	<p>Who am I? Where am I? Who can I become? How am I the same/How am I different? What makes a family? Where in the world do my family come from? What can I do with my body?</p>	<p>What is the world around me like? Is it Autumn everywhere? Are all the leaves the same shape? What happens to all the leaves that were on the ground? How can I create autumn colours?</p>	<p>What was the world like before us? What will it be like in the future? Where do animals go in winter? Why can I see my breath? How can I keep warm?</p>	<p>What is a living thing? What animals live on our planet? What animals live in the sea? What animals live in the jungle? How do I know it is Spring? What creatures live in my garden?</p>	<p>How do things grow? How can I look after myself to make myself grow? Where did the butterfly come from?</p>	<p>Who looks after our planet? How can I help to look after our planet? Why do some people need to wear special clothes at work? Why is it important to have a hospital?</p>
Reflection	<p>What is my special quality? Talent show</p>	<p>So what did we learn about Autumn?</p>	<p>To compare things that happened in the past to things that happen now in the present.</p>	<p>Dress up as your favourite animal and have an animal party.</p>	<p>To build a bug hotel.</p>	<p>Who helps you in your community? What would you like</p>

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		Parent assembly/Harvest festival				to be when you grow up?	
Literacy Focus Texts							
Key Vocabulary	Harvest Illustration Print Front cover Back Cover Spine Title Happy Sad Scared	Hannukah Festival Royal Autumn Acorn Conker Special Senses	Winter North Pole South Pole Arctic Ocean Tradition Celebration Past Present Confused Angry Nervous	Spring Predict Re-tell Country Compare Plan Design Observation Process Materials	Summer Non-fiction Fiction Rhymes Poem Historical Sculpture Map Natural World Insect Arachnid	Environment Similarities Differences Rhythm Beat Texture Technique	

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Literacy	Comprehension	<ul style="list-style-type: none"> Listen to and join in with stories and engage in conversation about them Show interest in illustrations and print in the world around them, e.g. familiar logos, their name Understand the conventions of book reading, e.g. page turning, handling books carefully and the correct way up 	<ul style="list-style-type: none"> Describes main story settings, events and principal characters in increasing detail using vocabulary that has been learnt Can answer more detailed questions about a text, for example how and why questions and begin to predict what might happen next Show understanding by simple retelling of a story 	<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, non-fiction, rhymes and poems and during role play.
	Word Reading	<ul style="list-style-type: none"> Has some phonemic awareness, e.g. awareness of rhythm, rhyme, and initial sounds Knows set 1 sounds. Focus on oral blending using sounds already taught. Can the children use their knowledge of the sounds to hear each word orally segmented by the adult? 	<ul style="list-style-type: none"> Can confidently blend sounds to read words Can read books containing Set 1 read words and common exception (tricky) words Begin teaching set 2 sounds. Confident at blending and segmenting using known sounds. 	<ul style="list-style-type: none"> Fill gaps in set 1 and 2 using assessments Children should be secure in knowing these sounds and using Fred talk to blend. Say a sound for each letter in the alphabet and at least 10 digraphs. 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.
	Writing	<ul style="list-style-type: none"> Give meaning to marks they make Attempt to write their name or some letters from it with developing accuracy 	<ul style="list-style-type: none"> Form mostly readable lowercase letters for the majority of the alphabet Understand the flow of speech into words Segment CVC words with increasing accuracy, and can identify many letters and write the letters in sequence Write phonetically plausible CVC words with the sounds they know Identify the sounds they know on a sound mat 	<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others

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Communication and Language	Listening, Attention & Understanding	<ul style="list-style-type: none"> Engage in listening for short periods of time, either in conversation or group activities such as story time Listen and respond to ideas expressed by other children or adults Respond to instructions and follow simple directions 		<ul style="list-style-type: none"> Listen and engage with a short group focus chosen by an adult Respond to instructions and follow simple directions with more than one part (complex instructions) Begin to respond in conversation keeping to the topic and able to offer comments and ask questions Begin to be able to listen and focus on a guided task/theme and offer comments 		<ul style="list-style-type: none"> 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. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back and forth exchanges with their teacher and peers. 	
	Speaking	<ul style="list-style-type: none"> Use short phrases or sentences to communicate their needs and opinions clearly Start conversations with others 		<ul style="list-style-type: none"> Begin to extend a conversation with their own ideas. Begin to use new vocabulary that they have learnt in context Use speech to find different ways express feelings and thoughts. Use talk in different ways during imaginative play, to develop thinking, to collaborate and plan with others and express ideas Begin to use language to describe events in the past and present 		<ul style="list-style-type: none"> Participate in small group, class and one to-one discussions, offering their own ideas, using recently introduced vocabulary. 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 	
Maths		<ul style="list-style-type: none"> Baseline assessments. Introducing number 1 and circles. Introducing number 2, semi-circles and 2 step patterns. 	<ul style="list-style-type: none"> Introducing number 4 and quadrilaterals. Introducing number 5 and partitioning. Consolidation of numbers 1 – 5 and pentagons. 	<ul style="list-style-type: none"> Introducing 0 Review of 1-5 Number bonds to 5 – five frame Introducing 6 Introducing 7 Introducing 8 Doubles and halves 	<ul style="list-style-type: none"> Introducing 10 The ten-ness of 10 Recap 1-10 Number bonds to 10 Odds and evens Counting in 2s Equal groups 		

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		<ul style="list-style-type: none"> Introducing number 3 and triangles. Consolidation of the half term's learning. 	<ul style="list-style-type: none"> Composition of numbers 1 – 5 and number bonds to 5. Comparing quantities 1 more and 1 less for numbers 1 – 5. Sorting and measures – weight and size. Consolidation of the half term's learning and subitising. 	<ul style="list-style-type: none"> Introducing 9 	<ul style="list-style-type: none"> Combining 2 groups to find the whole Number bonds to 10 Part part whole model Comparing groups up to 10 Exploring number bonds to 10 further (numbers 6-10 being 5 and 'a bit more') 		
Personal, Social and Emotional Development	Self-Regulation	<ul style="list-style-type: none"> Talk about their feelings in a simple way Has awareness of the impact of their choices and actions Adapt to changes to their routine, such as the routines of their Reception class 		<ul style="list-style-type: none"> Begin to understand that actions have an impact on others, and attempts to show ways to repair relationships or situations when needed Talk about how they are feeling using more in-depth vocabulary Show an understanding that their needs may not be met immediately, and can use some strategies to support themselves (getting a timer, engaging in a different activity etc.) 		<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 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. 	
	Managing Self	<ul style="list-style-type: none"> Attend to their own toileting needs Attempt to get dressed and undressed with some support, e.g. coats Ask for help if needed - follow simple rules 		<ul style="list-style-type: none"> Dress and undress independently (with some support for zips, tights, gloves etc.) and are largely dry during the day Increasingly confident to tackle challenges, say when they do and do not need help and are confident to share their thoughts and ideas with a group 		<ul style="list-style-type: none"> Be 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. 	

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				<ul style="list-style-type: none"> Willing to have a go and stick at an activity when things get tricky Know some ways to keep healthy and takes part in healthy activities Know the expectations of behaviour and demonstrate increasing control in different social situations i.e. lunchtime, assembly Follow school and class rules and can talk about the importance of following them 	<ul style="list-style-type: none"> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. 		
	Building Relationships	<ul style="list-style-type: none"> Engage in play with other children Engage with adults in the setting Engage in new social situations with increasing confidence 	<ul style="list-style-type: none"> Develop particular friendships with other children Resolve conflicts with other children by negotiating and finding a compromise: sometimes by themselves, sometimes with support which they can seek as needed Use words to try and solve conflicts. Take turns with others with occasional support needed 	<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 to others' needs. 			
Physical Development	PE	<ul style="list-style-type: none"> All about their own bodies: Running, hopping, walking. 	<ul style="list-style-type: none"> Target games: directional throwing. How to catch a ball. 	<ul style="list-style-type: none"> Gymnastics. Jumping off a bench. Rolling. 	<ul style="list-style-type: none"> Dance: following step sequences: Hokey Cokey. Saturday Night. 	<ul style="list-style-type: none"> Moving a ball with a hockey stick, foot and throwing and catching. 	<ul style="list-style-type: none"> Dodging and avoiding games.
	Gross Motor Skills	<ul style="list-style-type: none"> Negotiate space successfully, adjusting speed or direction to avoid obstacles Can maintain reasonable balance when moving in a range of ways - can join in with rhythm, dance and other physical activities with large muscle movements 	<ul style="list-style-type: none"> Shows increasing control of an object, including throwing and catching Show increased spatial awareness and co-ordination Show developing control when balancing Use their core muscle strength to achieve good posture when sitting a table or sitting on the floor 	<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing 			

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	Fine Motor Skills	<ul style="list-style-type: none"> • Grip a pen/pencil comfortably and manipulate it with some level of control, e.g. drawing lines, circles • Use a range of classroom tools with one hand • Attempt to eat independently. 	<ul style="list-style-type: none"> • Shows preference for a dominant hand when using tools safely and confidently e.g. scissors, paintbrushes and cutlery. • Holds a pencil in effectively and can control it when tracing lines or shapes • Can draw simple representations of people and objects • Begins to use scissors to cut around shapes 	<ul style="list-style-type: none"> • 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, paintbrushes and cutlery. • Begin to show accuracy and care when drawing
Understanding the World	People, Cultures and Communities	<ul style="list-style-type: none"> • Talk about people and places that are special to them 	<ul style="list-style-type: none"> • Understand that other children may celebrate different events to them and may have different beliefs and can talk in a simple way about this • Understand that life in other countries is different and can talk in a simple way about this and draw some comparisons 	<ul style="list-style-type: none"> • 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, nonfiction texts and (when appropriate) maps
	The Natural World	<ul style="list-style-type: none"> • Talk about what they notice within their environment and use their senses to explore the world around them. 	<ul style="list-style-type: none"> • Make observations of animals and plants and explains why some things occur, and talks about changes • Understand and can talk about some natural processes (e.g. melting, life cycles, seasons etc). 	<ul style="list-style-type: none"> • 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

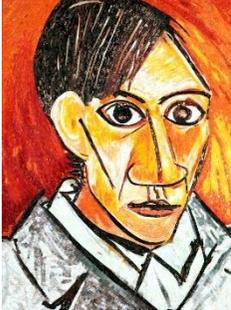
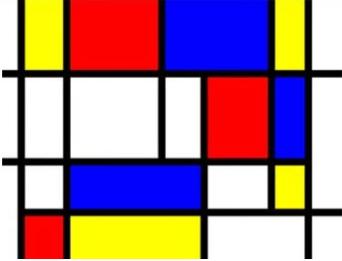
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	Past and Present	<ul style="list-style-type: none"> Talk about some places they have been and remember some of their experiences 	<ul style="list-style-type: none"> Talk about past and present events in their own life and in the lives of family members Talk about significant historical events and has an understanding things were different in the past. 	<ul style="list-style-type: none"> 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
Expressive Arts and Design	Creating With Materials	<ul style="list-style-type: none"> Create / build with a purpose in mind and talk about what they have done. Draw simple representations of people and objects 	<ul style="list-style-type: none"> Use different techniques and materials to achieve the desired effect and can talk about what has been created. Mix colours to produce different shades and combines materials to create different textures. Begin to plan a design before starting. Experiments with a range of tools and equipment and selects the most appropriate tool or joining material for the job. 	<ul style="list-style-type: none"> 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.
	Being Imaginative and Expressive	<ul style="list-style-type: none"> Sing or join in with a range of familiar songs and rhymes, and has an awareness of rhythm Relive their own experiences through imaginative role play 	<ul style="list-style-type: none"> Explore creativity through song, dance and music Develop storylines in their pretend play Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth 	<ul style="list-style-type: none"> 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

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Focus Artists	Pablo Picasso 		Piet Mondrian 		Wassily Kandinsky 	
	Andy Goldsworthy 		Paul Klee 		Van Gogh 	
Focus Designers						
Visitors/Trips/ Experiences	Family day – parents and grandparents invited into school.	Walk around the local area/ environment to explore and	Walk around the local area/	Life cycle of a chick/ Chick incubator.	Bug Man. Life cycle of a butterfly growing kit/wormery.	Walk around the local area/ environment to explore and

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	Local walk. Visiting community buildings. Harvest Assembly	observe the signs of autumn. Owl or hedgehog visit. Visiting different places of worship. Visitors from different cultures. Performing in a Nativity	environment to explore and observe the signs of winter. Winter Wonders Workshop (Harewood.org) Visiting a historical building such as a castle. Role play space stations. Travelling theatres visit. Virtual space tours. Care homes or grandparent visits.	Walk around the local area/ environment to explore and observe the signs of spring. Visit by a story character. Character Costume Day. Beach trips. Sea Life Centre visit. Zoo visit. Forest school.	Visit to an allotment. Visit to a farm shop/shops/school kitchen.	observe the signs of summer. Visit to a recycling centre. Emergency services. Visitors from different careers.
Celebrations and Events	<ul style="list-style-type: none"> Recycle week (20th – 26th Sept). Black History Month (Oct) World Space Week (4th – 10th Oct) Halloween (31st Oct) Harvest (Oct) 	<ul style="list-style-type: none"> Diwali (4th Nov) Bonfire Night (5th Nov) World Science Day (10th Nov) Remembrance Day (11th Nov) Hanukkah (29th Nov) Christmas Jumper Day (10th) Christmas 	<ul style="list-style-type: none"> Chinese New Year Valentine's Day Pancake Day 	<ul style="list-style-type: none"> Easter World Book Day Science week Ramadan begins. Mother's Day 	<ul style="list-style-type: none"> Eid Father's Day Earth Day (22nd April) 	<ul style="list-style-type: none"> Sports Day Whit Friday (local celebration) Transition
British Values	Rule of law Children understand their own and others' behaviour	Democracy: making decisions together Children are encouraged to take	Individual liberty: freedom for all Children to develop their self-knowledge, self-esteem and	Mutual respect and tolerance Children to celebrate different festivals and	Individual liberty: freedom for all Children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course,	

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	<p>To understand that we have classroom rules that help us to be safe and help us learn together. To understand that breaking class rules has consequences</p>	<p>turns and share Children are encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. To take a class vote on chosen topic</p>	<p>increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning. Risk taking.</p>	<p>share experiences of all cultures and faiths Children to learn to take turns to talk and listen to each other Oasis 9 habits Adults to provide resources and activities that challenge gender, cultural and racial stereotyping</p>	<p>mixing colours, talking about their experiences and learning. Risk taking</p>
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